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URBAN ELEMENTARY SCHOOL DESEGREGATION. SUMMARY REPORT, JULY 1965 - MAY 1966.

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SYRACUSE UNIV., N.Y.

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THIS SUMMARY REPORT OF A 1965 SUMMER INSTITUTE ON URBAN ELEMENTARY SCHOOL DESEGREGATION IS PRESENTED IN EXTENSIVE APPENDIXES. THE FIRST INSTITUTE WAS CONDUCTED AT SYRACUSE UNIVERSITY (NEW YORK), FOLLOWED BY ONE IN THE BANNEKER DISTRICT IN ST. LOUIS, MISSOURI, AND BY VISITS AND CONFERENCES IN AKRON, OHIO, AND SYRACUSE. INCLUDED AMONG THE APPENDIXES ARE BIBLIOGRAPHIES ON TOPICS RELEVANT TO THE PROBLEMS OF URBAN NEGROES AND A LIST OF CHILDREN'S BOOKS ON NEGRO AMERICAN LIFE. ONE APPENDIX CONTAINS THE QUESTIONNAIRES GIVEN TO PARTICIPANTS IN THE INSTITUTES. ACCORDING TO DATA COMPILED FROM THE FIRST QUESTIONNAIRE, THE THREE MOST URGENT CLASSROOM PROBLEMS WERE ADAPTING INSTRUCTIONAL MATERIALS, CLASSROOM GROUPING, AND PUPIL MOTIVATION. A FOLLOWUP QUESTIONNAIRE ASKED THE PARTICIPANTS IN THE SYRACUSE INSTITUTE HOW SUCCESSFULLY THEY FELT THE INSTITUTE DEALT WITH URBAN SCHOOL PROBLEMS. EVALUATIVE DATA ON THE SUPPLEMENTARY INSTITUTE IN ST. LOUIS AND ON THE CONSULTATIONS IN SYRACUSE AND AKRON ARE ALSO GIVEN. AN ADDITIONAL APPENDIX REPORTS SOME OF THE CONTENT COVERED BY THE TWO INSTITUTES, AND INCLUDES A TEAM REPORT ON WAYS TO INVOLVE NEGRO PARENTS IN THE EDUCATION OF THEIR CHILDREN, INFORMATION ON THE BANNEKER STUDY-IN PROGRAM, A DISCUSSION OF SCHOOL AND COMMUNITY RELATIONS, AND SUGGESTIONS FOR CLASSROOM ROUTINE AND DISCIPLINE AND FOR EFFECTIVE READING INSTRUCTION. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SUMMARY REPORT

URBAN ELEMENTARY SCHOOL DESEGREGATION

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Assistant Superintendent, Banneker Group
St. Louis, Missouri
Program Leader

Dr. C. W. Hunnicutt
Head of Elementary Education
Syracuse University
Program Administrator

Contract No. OE-5-37-039
P.L. 88-352, Title IV, Section 404
The Civil Rights Act of 1964

Contractor
Syracuse University
Syracuse, New York

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APPENDIX A

OUTLINE OF PROGRAM

	I. Lecture 9:00 9:50	Ques. Ans. 9:50 10:10	Break 10:10 10:30	II. Report 10:40 11:10	III. Small Groups 11:15 12:00		IV. Teams 1:30 2:45	V. Film 2:45 3:50

First Week - THE DISADVANTAGED CHILD, FAMILY, COMMUNITY AND SCHOOL

Mon.	Opening (Shepard)			Organization (Shepard)		L		
Tues.	The Disadvantaged Child (Jones)			The Child in Your School (Participant team)		U		"Portrait of a Disadvantaged Child"
Wed.	The Disadvantaged Family (Smith)			The Family in Your Community (Participant team)		N		"Children Without"
Thurs.	The Disadvantaged Community (Wyatt)			Your Community (Participant team)		C		"Portrait of the Inner City"
Fri.	Dr. Weinstein			The School in a Disadvantaged Community (Shepard)		H		"Portrait of the Inner City School"

Second Week - The Banneker District Effort to Meet the Challenge of the Disadvantaged

Mon.	The Banneker District Philosophy (Shepard)			Banneker District Techniques (Shepard)		L		Film strips (Banneker-Bethune)
Tues.	Dr. Hardt			Working with the School Staff (Strickler)		U		Film strips (Douglas-Carver)
Wed.	Visitation at Croton School			Visitation at Croton School		N		Film strips (Smalls-Tabman)
Thurs.	Working with Pupils (Smith)			Working with Pupils (Carter-Peters)		C		"The Hard Way"
Fri.	Working with Parents and Community (Wyatt)			Working with Parents (Carter-Peters)		H		"The Third Chance"

OUTLINE OF PROGRAM (continued)

I. Lecture 9:00 9:50	Ques. Ans. 9:50 10:10	Break 10:10 10:30	II. Report 10:40 11:10	III. Small Groups 11:15 12:00		IV. Teams 1:30 2:45	V. Film 2:45 3:30

Third Week - ACCEPTING THE CHALLENGE OF URBAN INNER CITY SCHOOLS

Mon.	Suggestions for Organizing an Inner City School (Jones)			Dealing with Problem Teachers and Parents (Wyatt)		L		Mr.Achiever Tape
Tues.	Organizing the Language Arts Program (Strickler)			Suggestions for handling: 1.Discipline 2.Reports to Parents 3.School Social Worker 4.School Attendance (Smith)		U		Evaluation
Wed.	Review (Shepard)			Open Forum Team Teaching		N		Picnic
Thurs.	Dr. Hunt			Open Forum-Teacher In-Service, Non-graded School		C		"A Sense of the Future"
Fri.	Team Reports			Open Forum-Present Discussion Sheets		H		Open Forum

APPENDIX B

Roster of Participants (Home Address and Position)

Miss Evelyn Abdo
Primary helping teacher
4837 Broad Road
Syracuse, New York

Mrs. Ernestine Alberts
Teacher
414 Redstone Street
Republic, Pennsylvania

Mr. George Alberts
Supervising Principal
414 Redstone Street
Republic, Pennsylvania

Mr. Stephen H. Baker
Assistant Principal
2 Clarendon Road
Auburn, Massachusetts

Mrs. Jean M. Brown
Elementary Principal
12 Roselawn
Pittsburgh 13, Pennsylvania

Miss Patricia Brygider
First year teacher
Anti-poverty Program
313 Keyster Avenue
Old Forge, Pennsylvania

Mr. C. O. Chandler
Superintendent of Schools
1701 Loma Vista
Victoria, Texas

Mr. Robert Cullivan
Instruction Specialist
Special Projects
177 S. Midler Avenue
Syracuse, New York

Mrs. Kizzie B. Culpepper
Elementary Principal
2603 41st Avenue
Meridian, Mississippi

Mr. Rodolfo A. de la Garza
Superintendent of Schools
Fort Ringgold
Rio Grande City, Texas

Miss Rita De Santis
Radio-TV Director
Coordinator-Special Reading Education
Services for Inner City Schools
647 Oxford Avenue
Akron, Ohio

Mr. Peter J. Dugan
Superintendent of Schools
Liverpool, New York

Mr. Lyle N. Edge
Secondary Principal
Blanco, Texas

Mr. Richard D. Emmitt
Elementary Principal
115 Northwest Avenue
Tallmadge, Ohio

Miss Mary Agnes Farley
Elementary Principal
1930 Glenwood Avenue
Syracuse, New York

Miss Florence Fowler
Elementary Principal
6726 McPherson
Pittsburgh, Pennsylvania

Mr. Herbert H. Gorin
Elementary Principal
11615 Regency Drive
Rockville, Maryland

Mrs. Louise T. Greenwood
Coordinator of Elementary Education
2102 Anaqua
Victoria, Texas

Roster of Participants (continued)

Mr. Eugene F. Grilli
Assistant Principal
10 Carpenter Avenue
Worcester, Massachusetts

Mrs. Mary Hamilton
Elementary Principal
340 Holland Street
Syracuse, New York

Mr. Edmund S. Hoffmaster
Secondary Science Supervisor
5726 Crawford Drive
Rockville, Maryland

Mrs. Marguerite G. Johnson
Elementary Teacher
114 Lincoln Avenue
Syracuse, New York

Mr. Stanley Johnson
Elementary Art Teacher
114 Lincoln Avenue
Syracuse, New York

Mr. E. C. Jones
Principal
1351 Mallory Road
Memphis, Tennessee

Miss Mary M. Keating
Principal
81 Chatfield Drive
Trumbull, Connecticut

Mrs. Elizabeth Keegan
Primary Helping Teacher
301 Lynch Avenue
Syracuse, New York

Miss Alice T. Koury
Teacher pre-school
Anti-poverty Program
256 Dana Street
Wilkes-Barre, Pennsylvania

Mr. Stephen Kowalski
Principal
8 Columbine Road
Worcester, Massachusetts

Mrs. Bessie Manuel
Elementary Teacher
(on leave to teach in Elementary
Teacher Preparation Program
Syracuse University)
10081 Chester Road
Cincinnati, Ohio

Mr. John McDonnell
Elementary Principal
147 Bear Paw Road
Bridgeport, Connecticut

Mr. John R. McGinn
Assistant Principal
21 Osceola Avenue
Worcester, Massachusetts

Miss Erna H. McKenney
Elementary Principal
721 Roselawn Avenue
Pittsburgh, Pennsylvania

Mr. William L. McMahon
Elementary Principal
Box 125
Grandview, Iowa

Mr. Robert McQueeney
Instruction Specialist
Syracuse Special Projects
104 Barclay Road
Camillus, New York

Mr. George C. Miller
Elementary Principal
840 Packard Drive
Akron, Ohio

Mrs. Mary L. Mulligan
Elementary Principal
217 Strathmore Drive
Syracuse, New York

Mrs. Mary Alice Oliver
Principal
4258 Poplar Springs Drive
Meridian, Mississippi

Roster of Participants (continued)

Mr. John J. O'Malley
Principal
68 Jasper Street
Springfield, Massachusetts

Mr. Charles J. Patterson, Jr.
Elementary Principal
3464 Millard Road
Memphis, Tennessee

Mrs. Mary E. Reese
Elementary Principal
1851 Park Boulevard
Akron, Ohio

Mrs. Ruby L. Reese
Elementary Principal
Route 6
Meridian, Mississippi

Mr. John R. Riley
Elementary Supervisor
27 Stonegate Road
Ossining, New York

Mrs. Bernice C. Robertson
Coordinator and Instructional
Specialist
Elementary Inner-city Schools
301 Comstock Avenue
Syracuse, New York

Mr. Cornelius F. Sayles
Vice-Principal, Elementary
24 Lime Tree Lane
Liverpool, New York

Mrs. Helen T. Sheridan
Elementary Principal
138 St. Louis Street
Syracuse, New York

Mr. Philip H. Sheridan
Junior High Assistant Principal
10802 Hobson Street
Kensington, Maryland

Mr. Thomas L. Sisti
Elementary Principal
1608 E. Commercial
Victoria, Texas

Mr. Ernest W. Snodgrass
Area Director
Montgomery County Schools
Rockville, Maryland

Mr. Ralph E. Tate
Elementary Principal
145 Storer
Akron, Ohio

Mrs. Allie Faye Turner
Principal
3032 13th Street
Meridian, Mississippi

Mr. Harry C. Uthoff
Director Personnel and
Public Relations
311 Banbury
Victoria, Texas

Mr. Frank W. Vrsan
Elementary Principal
1420 19th Street, N.W.
Canton, Ohio

Miss Willa C. White
Intermediate Supervisor
7266 Somerset Street
Pittsburgh, Pennsylvania

Mrs. Abbie Willacey
Elementary Principal
653 Perkins Park Drive
Akron, Ohio

Mrs. Margaret H. Williams
Instructional Specialist
Inner-city, Syracuse
153 Seymour Street
Syracuse, New York

Roster of Participants (continued)

Mrs. Josephine Wilson
Principal
1934 22nd Avenue Heights
Meridian, Mississippi

Mrs. Ethel K. Wolcott
Elementary Principal
241 Dale Street
Syracuse, New York

Miss Allene Woodall
Elementary Principal
2712 17th Street
Meridian, Mississippi

Mr. David Zodikoff
Elementary Education Doctoral Student
Syracuse University
117 Linwell Terrace
Syracuse, New York

APPENDIX C

Schools Participating in the Institute

1. BRIDGEPORT PUBLIC SCHOOLS (2)
   Bridgeport, Connecticut
   - William C. Johnson School
   - Lincoln School

2. GRANDVIEW PUBLIC SCHOOLS (2)
   Grandview, Iowa
   - Louisa-Muscatine Schools

3. AKRON PUBLIC SCHOOLS (4)
   Akron, Ohio
   - Bryan Elementary School
   - Lane Elementary School
   - Lincoln Elementary School
   - Robinson Elementary School
   - (Also: 14 Elementary and 4 Junior High Inner-City Schools represented by supervisors)

4. CANTON PUBLIC SCHOOLS (1)
   Canton, Ohio
   - Canton Elementary School

5. CINCINNATI PUBLIC SCHOOLS (1)
   - City Elementary School

6. MONTGOMERY COUNTY PUBLIC SCHOOLS (2)
   Rockville, Maryland
   - Julius West Junior High School
   - Viers Mill Elementary School
   - (Also: District represented by Supervisor of Science and Area Director)

7. SPRINGFIELD PUBLIC SCHOOLS
   Springfield, Massachusetts
   - William N. DeBerry School

8. WORCESTER PUBLIC SCHOOLS (4)
   Worcester, Massachusetts
   - Canterbury Street School
   - Belmont Street School
   - Lamartine Street School
   - Midland Street School

9. MERIDIAN PUBLIC SCHOOLS (6)
   Meridian, Mississippi
   - Chalk Elementary School
   - 14th Street Elementary School
   - South Side Elementary School
   - 11th Avenue Elementary School
   - Poplar Springs School
   - 59th Avenue Elementary School

10. LIVERPOOL PUBLIC SCHOOLS
    Liverpool, New York
    - (District represented by Superintendent)

11. OSSINING PUBLIC SCHOOLS
    Ossining, New York
    - (District represented by Elementary Supervisor)

12. SYRACUSE SCHOOL DISTRICT (10)
    Syracuse, New York
    - Croton Elementary School
    - Central High School
    - Elmwood Elementary School
    - John T. Roberts School
    - LeMoyne Elementary School
    - Madison Junior High School
    - Merrick Elementary School
    - Roosevelt Junior High School
    - Van Duyn Elementary School
    - Webster Elementary School
    - (Also: 30 elementary schools represented by supervisors)

13. BRASHEAR SCHOOL DISTRICT (1)
    Brownsville, Pennsylvania
    - (District represented by Superintendent)

14. PITTSBURGH PUBLIC SCHOOLS (3)
    Pittsburgh, Pennsylvania
    - Park Place School
    - Regent Square School
    - Rogers School
    - (Also: 7 elementary schools represented by supervisor)

Schools Participating in the Institute (continued)

15. REPUBLIC SCHOOL DISTRICT (1)
    Republic, Pennsylvania
    Redstone High School

16. WILKES-BARRE PUBLIC SCHOOLS (2)
    Wilkes-Barre, Pennsylvania
    Wilkes-Barre Elementary Schools

17. MEMPHIS CITY SCHOOLS
    Memphis, Tennessee
    Lane Avenue Elementary School
    Lauderdale Elementary School

18. BLANCO PUBLIC SCHOOLS
    Blanco, Texas
    Blanco Secondary School

19. RIO GRANDE CITY CONSOLIDATED
    INDEPENDENT SCHOOL DISTRICT
    Rio Grande City, Texas

20. VICTORIA PUBLIC SCHOOLS
    Victoria, Texas
    (District represented by:
    Superintendent of Schools
    Elementary Supervisor - 12 schools
    Elementary School Principal,
    Director, Public Relations)

APPENDIX D

MATERIALS GIVEN TO EACH PARTICIPANT

B'nai B'rith Publications

Guidelines for Testing Minority Group Children
Race and Intelligence
ABC's of Scapegoating
Publications Catalog
Audio-Visual Catalog
Education and the Disadvantaged

U.S. Commission on Civil Rights

"Civil Rights Under Federal Programs: An Analysis of Title VI."
Special Publication No. 1, January 1965.

U.S. Office of Education, Equal Educational Opportunities Program.

"Civil Rights Act of 1964" Public Law 88-353, 88th Congress,
H.R. 7152, July 2, 1964.
"Assistance on Special Educational Problems Occasioned by Desegregation."

Potomac Institute

"The Federal Dollar and Non-Discrimination: A Guide to Community Action Under Title VI of the Civil Rights Act of 1964."
"General Statement of Policies Under Title VI of the Civil Rights Act of 1964 Respecting Desegregation of the Elementary and Secondary Schools" April 1965.

National Education Association

"American Education and the Search for Equal Opportunity."

Syracuse University Press

"Urban Education and Cultural Deprivation." C. W. Hunnicutt, Editor.

Bibliography of materials for the Institute available on the University campus. Children's bibliography of books about Negro-American life, available at the Syracuse Public Library.

APPENDIX E

RESOURCES AVAILABLE TO PARTICIPANTS

This is a partial listing of the appropriate materials for the Institute that are available on the University Campus. Each book is marked with its location(s). Books marked with a large "S" have been obtained for the Institute Library, located in Shaw.

Main - Main Library, to the left center of the quadrangle as you enter campus.

Hours:	Monday-Friday	8 a.m. - 11 p.m.
	Saturday	8 a.m. - 5 p.m.
	Sunday	2 p.m. - 10 p.m.

Lib.Sc. - Library Science Library, located on the 300 floor of the Main Library.

Hours:	Monday-Friday	8 a.m. - 11 p.m.
	Saturday	9 a.m. - 5 p.m.
	Sunday	2 p.m. - 10 p.m.

Max. - Maxwell School of Citizenship Library, located on the 200 floor of Maxwell School (behind, and right of the Chapel).

Hours:	Monday-Friday	8:30 - 5 p.m.
	Monday-Thurs.	7 p.m. - 9 p.m.
	Saturday	9 a.m. - 12 noon

Leis. - Leisure Room, a library located in 308 Women's Building, one block along Comstock from Shaw.

Hours:	Monday-Friday	8 a.m. - 4:30 p.m.

Sloc. - Slocum, or Education Library, located on the 300 floor of Slocum Hall, the building on the right of the entrance to the campus.

Hours:	Monday-Thurs.	8 a.m. - 10 p.m.
	Friday	8 a.m. - 5 p.m.
	Saturday	8 a.m. - 4 p.m.
	Sunday	1 p.m. - 4 p.m.

Bus. Ad. - The Business Library, located on the 100 floor of Slocum Hall

Hours:	Monday-Thurs.	8:30 a.m. - 10 p.m.
	Friday	8:30 a.m. - 5 p.m.

RESOURCES AVAILABLE TO PARTICIPANTS (continued)

The University collection of children's books is located in Room 310 of the Main Library. The materials in this collection are restricted to room use. The collection is open Monday to Friday from 8:30 to 5, and Saturday Noon to 4 o'clock.

A collection of children's books for urban school libraries has been assembled and loaned by the Syracuse Public Library, and are available in the Institute Library.

The Institute Library and Office Center is located on the basement floor of Shaw, near the refreshment area, in what is normally the Mail Room. This room will be attended during the day and some evenings by the staff.

Periodicals

We have attempted to place some periodicals in the Institute Library. However, the difficulty in replacing lost or damaged periodicals makes librarians very possessive about them.

Both the Main Library and Slocum (Education) Library have lists of all the periodicals available, and their location on campus. A few of the more pertinent ones are listed below.

MAIN LIBRARY:
- *American Psychologist*
- *Atlantic*
- *Journal of Social Issues*
- *NEA Journal*
- *New York Times Magazine*
- *Phylon*
- *Saturday Review*
- *School and Society*
- *Wall Street Journal*

SLOCUM LIBRARY:
- *American Psychologist*
- *Childhood Education*
- *Education Digest*
- *Integrated Education*
- *Journal of Negro Education*
- *Phi Delta Kappan*
- *NEA Journal*
- *School and Society*

RESOURCES AVAILABLE TO PARTICIPANTS (continued)

I. SOUTHERN HISTORY AND BACKGROUND

Library	Call No.	
Ref. (Main)	325.26 A655d	Aptheker, Herbert. A Documentary History of the Negro People in the U.S. New York: Citadel Press, 1951.
Main	H31 C72	________. American Negro Slave Revolts. New York: Columbia University Press: 1943. (International Publishers New World Paperbacks, Reprint, 1963.)
Main S.	325.26 A655e	________. Essays in the History of the American Negro. New York: International Publishers, 1945.
Main	331.88 A6551	________. The Labor Movement in the South During Slavery. New York: International Publishers, 1955.
Main	973.315 A655n	________. The Negro in the American Revolution. New York: International Publishers, 1940.
Main	975 A827e	Ashmore, Harry S. An Epitaph for Dixie. New York: Norton.
Maxwell		Bowers, Claude G. The Tragic Era. Cambridge: Houghton-Mifflin, 1957.
Main	E 185 .61 B795	Brink, William, and Harris, Louis. The Negro Revolution in America. Simon and Shuster, 1964. (paperback)
Main	325.26 C323s	Carter, Hodding. The South Strikes Back. Garden City, Doubleday, 1959.
Lyman and Maxwell		Clark, Thomas D. The Emerging South. New York: Oxford University Press, 1961.
Leisure S.		Dykeman, Wilma and Stokely, James. Neither Black Nor White. New York: Rinehart and Co., 1957.
Main	326.973 E435	Elkins, Stanley M. Slavery: A Problem in American Institutional and Intellectual Life. Chicago: University of Chicago Press, 1959. (Grossett and Dunlap Universal Library Paperback Reprint, 1963.)
Main	572.96	Herskovits, M.J. The Myth of the Negro Past. New York: Harper, 1941.
Main	F 209 H85	Howard, Robert W. (ed.) This is the South. Chicago: Rand-McNally, 1959.
Main	975 K44s	Key, V.O. Jr. Southern Politics. New York: Knopf, 1949.

I. SOUTHERN HISTORY AND BACKGROUND (continued)

Library	Call No.	
Main	975.7 L255h	Landers, Ernest McPherson Jr. A History of South Carolina. Chapel Hill: University of North Carolina Press.
Main and Leisure	917.5 S467s	Sellers, Charles Grier (ed.). The Southerner As American. Chapel Hill: University of North Carolina Press, 1961.
Main and Leisure	325.26 W292s	Warren, Robert Penn. Segregation, The Inner Conflict in the South. New York: Random House.
Main S.	975 W899b	Woodward, C. Vann. The Burden of Southern History. Baten Rouge: State University Press, 1960.
Main S.	325.26 W899s	________. The Strange Career of Jim Crow. New York: Oxford University Press, 1957.
Leisure S.		Smith, Lillian. Killers of the Dream. New York: Norton, 1961 (rev.).

II. THE NEGRO IN AMERICA

Library	Call No.	
Main	325.26 A665n	Aptheker, Herbert. The Negro People in America. New York: International Publishers, 1946.
Leisure		Baldwin, James. Another Country. New York: Dial Press.
Main and Leisure S.	P5 3552 A45 B5	________. Blues for Mister Charlie. New York: Dial Press.
Leisure		________. Go Tell It On The Mountain. New York:Knopf, 1953.
Main, Leisure, Slocum S.	E185 .61 B18	________. Nobody Knows My Name. New York: Dial Press.
Main	E185 .6 B87	Brown, Ina Corrine. The Story of the American Negro. New York: Friendship Press, 1950.
Main and Lib.Science	325.26 E56	Encyclopedia of the Negro. New York: Phelps-Stokes Fund,1946.
Slocum S.	E185 .65 E78	Essien-Udom, Black Nationalism. Chicago, University of Chicago Press, 1962.

II. THE NEGRO IN AMERICA (continued)

Library	Call No.	
Slocum		Fahs, Sophia. Today's Children and Yesterday's Heritage.
Main S.	325.26 F84b	Frazier, E. Franklin. Black Bourgeoisie. Glencoe, Illinois: The Free Press, 1957.
Main and Bus. Adm.	E185 .8 G57	Ginzberg, Eli. The Negro Challenge to the Business Community. New York: McGraw-Hill, 1964.
Main and Slocum	E185 .8 G58	________. The Negro Potential. New York: Columbia University Press, 1956.
Main	325.6 H57a	Herskovits, Melville J. The American Negro: A Study in Racial Crossing. New York: Knopf, 1928.
Main	572 C72 vii	________. The Anthropometry of the American Negro. New York: Columbia University Press, 1930.
Main	325.26 H893f	Hughes, Langston. The First Book of Negroes. New York: Watts, 1952.
Main	792 I73	Issacs, Edith, J. The Negro in the American Theater. New York: Theater Arts, 1947.
Main S.	E185 .625 K35	Karen, Berram P. The Negro Personality. New York: Stringer.
Main S.	325.26 J66g	Johnson, Charles S. Growing Up in the Black Belt. Washington: American Council on Education, 1941.
Main	E185 .89 T8KT	King, Martin Luther. Stride Toward Freedom: The Montgomery Story. New York: Harper, 1958.
Leisure S.	E185 .61 K54	________. Why Can't We Wait. New American Library Signet Book, 1962. (paperback)
Slocum	E185 .61 L83	Lomax, Louis. The Negro Revolt. New York: Harper, 1962.
Main	E185 .61 M68	Mitchell, Glenford and Peace, W.H. The Angry Black South. New York: Corinth Books, 1962.

II. THE NEGRO IN AMERICA (Continued)

Library	Call No.	
Main and Slocum S.	E185 .625 P4	Pettigrew, Thomas. A Profile of the Negro American. Princeton: Van Nostrand Co., 1964.
Art	709.1 P846m	Porter, James A. Modern Negro Art. New York: Dryden Press, 1943.
Main and Slocum	325.26 R739e	Rohrer, Hohn H. et al. The Eighth Generation: Cultures and Personalities of New Orleans Negroes. New York: Harper, 1960.
Main and Slocum S.	325.26 R795n	Rose, Arnold. The Negro in America. New York: Harper, 1948.
Main	325.26 S143n	St. James, Warren. The NAACP. Exposition Press, 1958.
Slocum	E185 .61 S57	Silberman, Charles E. Crisis in Black and White. New York: Random House, 1964.
Main and Maxwell	F379 N5T45	Thompson, Daniel C. The Negro Leadership Class. Englewood Cliffs: Prentice-Hall.
Main S.	325.26 W899s	Woodward, C. Vann. The Strange Career of Jim Crow. New York: Oxford University Press, 1955.
Main and Slocum	325.26 W952t	Wright, Richard. Twelve Million Black Voices. New York: Viking, 1941.

III. AMERICAN SOCIETY: CULTURE: SOCIOLOGY

Leisure		Agee, James. A Death in the Family.
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Main	325.26 H425s	Hays, Brooks. *A Southern Moderate Speaks*. Chapel Hill: University of North Carolina Press, 1959.
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Slocum and Main	325.26 D261c	Davis, Allison and Dollard, John. Children of Bondage. Washington: American Council on Education, 1940.
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Law		Miller, Arthur S. *Racial Discrimination and Private Education*. Chapel Hill: University of North Carolina Press, 1957.
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Slocum	137.8 A513c	Akmes, Louise, et al. Child Rorschach Responses. New York: Hoeber, 1952.
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Slocum	137 S993i	Combs, Arthur and Snygg, Donald. Individual Behavior. New York: Harper, 1949.
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Bus. Adm.		Dooher, M. Joseph. *Effective Communications on the Job*. New York: American Management Association, 1956.
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Main and Slocum	HM 251 G25	Gardner, Eric and Thompson, George. *Social Relations and Morale in Small Groups*. New York: Appleton-Century Crofts, 1956.
Main	323.354 H418s	Hayes, Waylen. *The Small Community Looks Ahead*. New York: Harcourt Brace, 1947.
Main and Slocum	301.155 H491s	Hemphill, John. *Situational Factors in Leadership*. Columbus: Ohio State University Press, 1949.
Main and Slocum	301.155 H945C	Hunter, Floyd. *Community Power Structure*. Chapel Hill: University of North Carolina, 1953.
Slocum		Hymes, James L. *Effective Home-School Relationships*. New York: Prentice-Hall, 1955.
Main and Slocum	BF 698 J4 1950	Jennings, Helen Hall. *Leadership in Isolation*. New York: Longmans and Green, 1950
Main and Slocum	371.422 A512is	________. *Sociometry in Group Relations.* Washington: American Council on Education, 1948.
Slocum		Kelley, Earl C. *The Workshop Way of Learning*. New York: Harper, 1951

X. GROUP DYNAMICS (continued)

Library	Call No.	
Main	E185 .61 K49	Killian, Lewis and Grigg, Charles. *Racial Crisis in America: Leadership in Conflict*. Englewood Cliffs: Prentice Hall (Spectrum Paperback) 1964.
Slocum		Klein, Alan. *Society, Democracy and the Group*. New York: Woman's Press and W. Morrow, 1953.
Main and Slocum	301.5 L682r	Lewin, Kurt. *Resolving Social Conflicts*. New York: Harper, 1948.
Main and Slocum	301.15 L765t	Lippitt, Ronald. *Training in Community Relations*. New York: Harper, 1949.
Main and Slocum	HF 5549 M21	Maier, Norman. *Principles of Human Relations*. New York: Wiley, 1953.
Journalism		Moehlman Arthur, and Van Zwel, James. *School Public Relations*. New York: Appleton-Century Crofts, 1957.
Main	361.8 N277g	National Conference on Social Welfare. *Group Work and Community Organizations*. New York: Columbia University Press, 1954.
Main and Slocum	301 P271t	Parsons, Talcott and Shis, Edward. *Toward a General Theory of Action*. Cambridge: Harvard University Press, 1951.
Main	309.173 R369s	Reinhardt, James M. et al. *Social Problems and Social Policy*. New York: American Book, 1952.
Main	301.15 s552g	Shefif, Muzafer and Sherif, Carolyn. *Groups in Harmony and Tension*. New York: Harper, 1953.
Bus. Adm.	658.5 R773a	Schmidt, Warren and Buchanan, Paul. *Techniques That Produce Teamwork*. New London, Connecticut: Croft Publications, 1954.
Slocum	361 S949r	Sullivan, Dorothea. *Readings in Group Work*. New York: Association Press, 1952.
Main	HV 45 T47	Thelen, Herbert. *Dynamics of Groups At Work*. Chicago: University of Chicago Press, 1954.

X. GROUP DYNAMICS (continued)

Library	Call No.	
Main and Slocum	BF 637 D5U93	Utterbach, William E. Group Thinking and Conference Leadership. New York: Rinehart, 1950.
Main, Slocum, Maxwell	323.1 W726r	Williams, Robin M. The Reduction of Intergroup Tensions. New York: Committee on Techniques for Reducing Group Hostility, 1947.

XI. MISCELLANEOUS

Library	Call No.	
Slocum		Benedict, Ruth. Patterns of Culture. Boston: Houghton-Mifflin, 1934.
Bus. Adm.	658.5 R773a	Rankin, Harriet and Lawrence, Paul. Administering Change. Boston: Harvard University, 1952
Leisure		Smith, Lillian E. Now is the Time. New York: Viking, 1955.

APPENDIX F

CHILDREN'S BOOKS ON NEGRO-AMERICAN LIFE ON HAND FOR PARTICIPANTS

FOR PRIMARY GRADES

Grades

1-3 Beim, Jerrold SWIMMING HOLE
New York: Morrow, 1951.

It takes a bad case of sunburn to show Steve that there are more important things about a person than the color of his skin.

1-3 Beim, Lorraine and Jerrold TWO IS A TEAM
New York: Harcourt Brace, 1945.

Ted and Paul find working together is the best and quickest way to build a sled.

1-3 Bonsall, Crosby THE CASE OF THE CAT'S MEOW
New York: Harper and Row, 1965.

With suspense and real humor, this I Can Read mystery solves a puzzling case involving interesting surprises.

1-2 Bonsall, Crosby THE CASE OF THE HUNGRY STRANGER
New York: Harper and Row, 1963.

The club members discover who ate the missing blueberry pie. Simple vocabulary makes this easy reading.

3-5 DeAngeli, Marguerite BRIGHT APRIL
Garden City, N.Y.: Doubleday,

A busy little girl at home, at school, and in Brownie Scouts, April is like the month for which she was named, usually bright and gay, but occasionally dark and gloomy.

3-5 Faulkner, Georgene MELINDY'S MEDAL
New York: Julian Messner, 1945.

Melindy inherited her father's musical ability, but she was unhappy because she thought a girl could not win a medal for valor, as her father and grandfather had in wartime.

2-4 Justus, May NEW BOY IN SCHOOL
New York: Hastings House, 1963.

Lennie is the only Negro student in the class of a Nashville, Tennessee school.

FOR PRIMARY GRADES (continued)

Grades

1-3 Keats, Ezra Jack — THE SNOWY DAY
New York: Viking, 1962.

Peter's enjoyment of winter fun is beautifully illustrated in this picture book which was awarded the Caldecott Medal.

2-4 Martin, Patricia Miles — THE LITTLE BROWN HEN
New York: Crowell, 1960.

When his pet hen disappeared, friends and neighbors helped Willie find it.

1-2 Showers, Paul — LOOK AT YOUR EYES
New York: Crowell, 1962.

Paul Galdone's illustrations are outstanding in this simple science book about the eyes.

1-3 Sister Mary Marguerite — MARTIN'S MICE
New York: Follett, 1954.

This legend of St. Martin de Porres is simply told and charmingly illustrated.

2-4 Stevenson, Augusta — BOOKER T. WASHINGTON
Indianapolis: Bobbs Merrill, 1950.

Easy reading biography is "The Childhood of Famous Americans" series.

3-5 Tarry, Ellen — MY DOG RINTY
New York: Viking, 1946.

David's dog makes him famous as the Pied Piper of Harlem. Photographic illustrations.

FOR BETTER READERS

4-6 Bontemps, Arna — STORY OF GEORGE WASHINGTON CARVER
New York: Grosset & Dunlap, 1954.

A simple account of this outstanding American plant scientist, who is best known for his research on industrial uses of the peanut.

4-7 Hughes, Langston — FIRST BOOK OF NEGROES
New York: Watts, 1952.

In story form, there is a tremendous amount of information concentrated into sixty-nine pages. An excellent introduction to Negro history.

FOR BETTER READERS (continued)

Grades

4-6 Hunt, Mabel Leigh — LADYCAKE FARM
Philadelphia: Lippincott, 1952.

A negro family moves to the country and tries to make friends with the neighbors.

4-8 Gates, Doris — LITTLE VIC
New York: Viking, 1955.

In the Santa Anita Handicap, Pony Rivers finally proves how great a horse is his beloved Little Vic.

5-8 Lang, Don — STRAWBERRY ROAN
New York: Oxford University Press 1946.

Roscoe's love for David Hal, a trotting horse, takes him to a farm, a grocery store, and a circus and then back to the race track.

4-7 Lerner, Marguerite Rush — RED MAN, WHITE MAN, AFRICAN CHIEF
Minneapolis, Minn.: Medical Books for Children, 1960-1961.

The scientific basis of color differences is presented, with very few technical words, and these are clearly explained.

4-7 McCarthy, Agnes and Reddick, Lawrence — WORTH FIGHTING FOR
Garden City, N.Y.: Doubleday, 1965.

A history of the Negro-American during the Civil War and Reconstruction.

4-6 Shotwell, Louisa R. — ROOSEVELT GRADY
Cleveland: World Publishing Co.,1963.

His great ambition (and it is a secret one shared only with his mother) is to be able to settle down in one place and to attend school continuously. An excellent picture of migrant family life.

4-7 Sterling, Dorothy — MARY JANE
Garden City, N.Y.: Doubleday, 1959.

How would you feel and what would you think if you were in the first group of Negro students to be sent to a Southern segregated school? A well-written and realistic tale.

FOR YOUNG TEEN-AGERS

Grades

6-9 Bishop, Claire Huchet — MARTIN DE PORRES, HERO
Boston: Houghton Mifflin, 1954.

Older boys and girls will enjoy the life story of this South American Negro who was canonized in 1962.

7-9 Bontemps, Arna — STORY OF THE NEGRO
New York: Knopf, 1948.

A gifted author traces the history of the Negro, in Africa and in America, and mentions many notable individuals. The revised edition was published in 1955.

7-9 Chandler, Ruth Forbes — LADDER IN THE SKY
New York: Abelard Schuman, 1959.

When Chip is in seventh grade, his family buys a flower farm and spends an almost disastrous year trying to succeed in the lonely country community.

7-9 Davis, Russell — STRANGERS IN AFRICA
New York: McGraw Hill, 1963.

Two American young men, one a Negro, are sent to Africa as members of a team organized to control the tsetse fly.

7-9 DeLeeuw, Adele — THE BARRED ROAD
New York: Macmillan, 1954.

When Susan moves to a new town, the students resent her friendship with a Negro girl.

7-9 Eaton, Jeanette — TRUMPETER'S TALE
New York: Morrow, 1955.

The color and excitement of the jazz world serve as a background for the early years of the great trumpeter, Louis Armstrong.

6-9 Graham, Shirley — BOOKER T. WASHINGTON, EDUCATOR OF HAND, HEAD AND HEART
New York: Julian Messner, 1955.

The struggles overcome by the founder of Tuskegee Institute are vividly narrated.

7-9 Graham, Lorenz — SOUTH TOWN
Chicago: Follett, 1958.

David and his family are dramatically and personally involved in racial tension and violence in the rural South.

FOR YOUNG TEEN-AGERS (continued)

Grades

7-9 Graham, Shirley STORY OF PHYLLIS WHEATLEY
New York: Julian Messner, 1949.

Rescued as a small child from the slave market, Phyllis showed poetic ability, and won widespread recognition.

7-9 Hughes, Langston FAMOUS NEGRO HEROES OF AMERICA
New York: Dodd Mead, 1954.

This book, and the author's earlier book, "Famous American Negroes," present short portrayals of leading Negro personalities and their contributions to this country.

7-9 Hughes, Langston A PICTORIAL HISTORY OF THE NEGRO IN AMERICA
New York: Crown, 1956.

Concise text and illustrations from prints, engravings, wood-cuts and photographs cover the history of the American Negro.

7-9 Jackson, Jesse CALL ME CHARLEY
New York: Harper, 1945.

Although Charley was the only Negro boy in his town, he shared the same adventures and school problems of the other boys.

7-9 Kugelmass, J. Alvin RALPH J. BUNCHE: FIGHTER FOR PEACE
New York: Julian Messner, 1954.

A readable portrait of this outstanding American diplomat.

7-9 Marshall, Catherine JULIE'S HERITAGE
New York: Longmans Green, 1947.

Suddenly, in high school, the friends from grammar school days seem embarrassed by the color of Julie's skin.

7-10 Means, Florence Crannell TOLLIVER
Boston: Houghton Mifflin, 1963.

Tolly graduates with honors from Fisk University, but Sojer, whose preparation for college was poor, is caught cheating on final exams and is expelled.

7-9 Newell, Hope A CAP FOR MARY ELLIS
New York: Harper and Row, 1953.

Mary Ellis didn't really want to be one of the first Negro students to enter the upstate New York nursing school, but she found it a confusing and satisfying year.

FOR YOUNG TEEN-AGERS (continued)

Grades

7-9 Peare, Catherine Owens MARY MCLEOD BETHUNE
New York: Vanguard, 1951.
The daughter of slaves, she worked for her education and founded a college in Florida for Negroes.

7-9 Richardson, Ben GREAT AMERICAN NEGROES
New York: Crowell, 1945.
Biographies of well-known men and women.

4-7 Rollins, Charlemae Hill THEY SHOWED THE WAY
New York: Crowell, 1964.
Good biographies of forty Negro-American leaders.

7-9 Sterling, Dorothy CAPTAIN OF THE PLANTER
Garden City, N.Y.: 1958.
Robert Smalls, born a slave, was the first Negro commissioned officer in the Union Navy.

7-9 Sterling, Dorothy FREEDOM TRAIN, THE STORY OF HARRIET TUBMAN
Garden City, N.Y.: Doubleday, 1954.
Her faith in God and belief in freedom enabled her to survive the risks and hardships of her many trips as conductor on the Underground railroad.

7-9 Washington, Booker T. UP FROM SLAVERY
Garden City, N.Y.: 1915.
The autobiography of the noted educator who helped Negroes all over the South to earn a better living and to lead better lives.

7-9 Whitney, Phillis A. WILLOW HILL
New York: David McKay, 1947.
When a Negro housing project is built, the adults fight its presence, but the young people try to help.

7-9 Yates, Elizabeth AMOS FORTUNE, FREE MAN
New York: Aladdin Books, 1950.
He was born free in Africa, but sold into slavery in America in 1725. He managed to buy his freedom and that of several others, and died a respected member of his community. Newbery Medal winner, 1951.

An excellent source of additional titles is Augusta Baker's list, "Books About Negro Life for Children," published by the New York Public Library.

APPENDIX G

TAPE LIBRARY FOR PARTICIPANTS

The following tape recordings are available in the Institute Library, with recorders for listening.

Alexander, Dr. George, *School Segregation in the North and West*. (Footprints XI, Reel 2, March 1964).

Barnett, Governor Ross, *The Civil Rights Issue: The Southern View*. (Footprints XI, Reel 1, March 1964).

Case, Senator Clifford, *Civil Rights*. (October 1, 1963).

Fox, Byron, *Race Relations and Social Change*. (February 10, 1964).

Griffin, John H., *The Negro in Modern America*. (May 19, 1964).

Hunter, David, *Can It Be Done*? (July 15, 1964).

Lerner, Max, *Mobilization of Resources for Public Action*. (April 12, 1962).

Lewis, John, SNICK. *Civil Rights: The Southern Negro's View*. (Footprints XI, Reel 3, March 1964).

Lyford, Joseph P., *Equality in the City*. (February 1964).

Miller, S. M., *Education and Social Class*. (June 12, 1962).

________. *A Search for an Educational Revolution*. (July 16, 1964).

Pope, Liston, *The Church's Response to Areas of Racial Tension in The Nation and The World*. (November 15, 1960).

Redl, Dr. Fritz, *Disadvantaged and What Else*? (July 16, 1964).

Riessman, Frank, *Mobilization for Youth of New York City*. (July 16, 1964).

Sexton, Patricia C., *Urban Schools for the Disadvantaged*. (July 16, 1964).

Shepard, Dr. Samuel Jr., *Working with Parents*. (July 16, 1964).

Strodbeck, Fred L., *New Strategies for Intervention in the Poverty-Dependence Syndrome*.

Weaver, Robert C., *Problems of the American City*. (November 17, 1964).

Willie, Charles V., *Deprivation and Alienation: A Compounded Situation*. July 15, 1964).

APPENDIX H

FIRST PERSONNEL QUESTIONNAIRE

TO: ALL PARTICIPANTS

Please fill out this form as it relates to your job in your local school system. Your problems will enable us to plan our Institute to meet the needs of our group most effectively. RETURN THIS FORM AT YOUR EARLIEST CONVENIENCE.

A. Mr.
Mrs. ____
Miss

Home address: ______________________ City and State ______________

Work address: ______________________ City and State ______________

TEACHING EXPERIENCE:

Location ________________ Grade(s) __________ How long? __________
Location ________________ Grade(s) __________ How long? __________

PRINCIPAL EXPERIENCE:

Location ________________ Grade(s) __________ How long? __________
Location ________________ Grade(s) __________ How long? __________

SUPERVISORY OR CONSULTANT EXPERIENCE:

Location ________________ Grade(s) __________ How long? __________
Location ________________ Grade(s) __________ How long? __________

OTHER EXPERIENCE:

____

B. What previous experience have you had working in, or with, INTEGRATED SCHOOLS? (Give racial distribution of school population where you worked and your specific job.)

____

____

____

FIRST PERSONNEL QUESTIONNAIRE (continued)

C. List five (5) topics which you would like discussed during this Institute.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

D. Check the areas in which you have some experience and/or interest.

______ Non-Graded School Organization

______ Remedial Reading

______ Promotional Policy Making

______ Reporting to Parents

______ Guidance and Counseling

______ Programmed Learning

______ Team Teaching

______ Resisting Community Pressures

______ Grouping

______ Discipline

______ Team Principals

______ Public Health and Hygiene

______ Public Welfare

______ Evaluative Techniques

______ In-Service Teacher Training

List any others:

____

____

E. Using the numbers 1 to 6, rate the six most difficult problems that you feel teachers face in integrated schools:

______ Maintaining Academic Standards

______ Adapting Instructional Materials

______ Classroom Discipline

______ Organizing Club Activities

______ Teacher-Teacher Relationships

______ Classroom Grouping

______ Slow-Learning Child

______ Overcoming Personal Biases

______ Pupil Motivation and Interest

______ Teacher-Pupil Relationships

______ Selecting Appropriate Techniques

______ Parental Support and Cooperation

______ Health Problems

______ Developing Moral Values

______ Fighting

List any others: ______________________________

APPENDIX I

FINDINGS OF THE FIRST QUESTIONNAIRE

Participant Questionnaire Summary

A. Experience:

58 participants have 736 years of teaching experience. (average 12.7)
46 " " 325 " " administrative " (average 7.1)
21 " " 93 " " supervisory " (average 4.43)

All of the participants have a total of 1,154 years of public school service, ranging from no experience to a high of 38 or 39 years.

Present positions represented are:

Classroom: 6
Supervisory: 13
Administrative: 38

B. Experience in INTEGRATED schools:

The nature of the responses prevent accurate analysis of the information. Some conclusions can be drawn:

23 participants have taught 173 years in a situation with from 10% to 100% Negro population.

19 participants have been principals for 114 years in a situation with from 10% to 100% Negro population.

16 participants have had supervisory duties in school situations with from 10% to 100% Negro population totaling 53 years.

18 participants have had no experience that they acknowledge as in Integrated Schools.

C. "List five topics which you would like discussed during this Institute."

(The over 250 responses to this item limit the preciseness with which we can summarize.)

Public Relations: A large number of the participants mentioned the problem of public relations (30). This problem was expressed in terms of human relations, pressures from the community and parental cooperation. Some comments were made in reference to education and understanding of the community, and/or the parents.

Teachers: Many wrote their interest and concern for inservice programs for teachers (16). Comments included expressions of minority relationships, preservice preparation, and orientation. Other topics also refer to teachers.

FINDINGS OF THE FIRST QUESTIONNAIRE (continued)

Maintaining Standards: Fourteen people expressed a concern for academic standards, and at least four more expressed an interest in maintaining moral standards. Achievement and attitudes were implied in many responses toward discipline.

Discipline: Thirteen people expressed a direct interest in discipline and classroom control problems.

Curriculum: Methods and Materials. Thirty-three people made suggestions which had to be classified in this general area. Most of the requests were for more and better assistance with materials and techniques for teaching the deprived. A few were specifically interested in grouping problems, class size, and some were interested in specific materials or programs such as programmed instruction, ETV, machines and so on. Some were interested in techniques for curriculum planning in the integrated school.

Motivation: Seventeen people suggested investigation into motivation. Good citizenship, techniques, methods and indifference were linked to the comments on motivation. Another dozen comments were made concerning general community and parent motivation.

Administration: Eleven people expressed interest in topics which come under this heading generally. Four people expressed an interest in school policies, and others express interest in specific policies such as teacher recruitment for an integrated system, school rezoning planning, open enrollments, and basis for assigning Negro teachers to former white schools. Others asked about administrative techniques, specifically for the characteristics of the administrator for the transition period, and the role of the principal in administering a desegregated school.

Slow-Learners: Participants expressed concern for the slow-learner. Four people made specific references, and more implied concern in other statements.

School Organization: Several people (6) made specific reference to non-graded programs. Other questions reflected team teaching and the Joplin Plan. Three indicated interest in "plans that work." One expressed a concern in the extra-curricular program in integrated schools. Another expressed a concern for the programming of the mobile students. One commented upon using team planning-teaching for integration purposes. A few commented on class size, and grouping.

Counselling: Five participants expressed a concern for guidance activities with the culturally deprived. Many of the comments included such thoughts as understanding the deprived child, raising the aspiration level of the deprived child, and aiding in the development of self-confidence.

FINDINGS OF THE FIRST QUESTIONNAIRE (continued)

Head Start: Five participants made inquiries about the various pre-school programs and the problems involved. Orientation of parents and students and teachers, as well as cooperation of parents was mentioned.

Family: Many of the topics suggested a look at the disadvantaged family. Concern was noted of apathy, lack of self-esteem, cooperation, language barriers, and motivation for education.

Culture: Six inquiries made reference to recent research on characteristics of various ethnic or racial groups. Request was made for a description of the lower class. Connection was also made to the "success" of any of these programs. One participant also asked about the academic status of segregated colleges. Another asked for research or data to support the premise that desegregation raises academic standards.

Society: A number of related questions were posed concerning society. One asked to hear about the changing social values. Another asked about the school's role in fair housing practices. Others asked to hear about desegregation plans in general. Another asked for plans for desegregation that overcame housing patterns. Several were interested in descriptions of the lower classes and the Negro cultures. One person was interested in public health and hygiene. Someone inquired about the state of the neighborhood school concept in the society of the next decades. A couple of people were curious about the mobility of the population and its effects upon the schools and desegregation programs.

De Facto Segregation: Several people inquired about de facto segregation. This was elaborated to consideration of the latest judicial findings. One person suggested exploring the deleterious effects of de facto segregation. One suggestion was that it would be good to look into methods to keep a school desegregated.

Busing: Four people were interested in this aspect of desegregation. One suggested a look at the judicial positions of busing to restore racial balance. Others suggested the concern with the effect of busing upon the children. One suggested a look at the idea to bus children from even outside the local district.

Bias: Seven people expressed a direct interest in bias, although a few expressed interest through other responses. The concern appears to be community bias, and the masses of students who might be biased, and not the face-to-face bias. Comments on public relations, head-start orientation, counseling and others reflected this interest.

Reading: Three people considered a concern in the reading programs and suggested consideration of remedial and developmental reading programs, individualized reading, and programmed reading.

FINDINGS OF THE FIRST QUESTIONNAIRE (continued)

Standardized Tests: Two suggestions were made concerning the use of standardized tests with the culturally deprived.

Staff Morale: Four members expressed an interest in maintaining a high morale among the staff in the schools.

Evaluation and Promotion: Four people expressed evaluation and of children and materials as a topic. One expressly requested methods of evaluating desegregation programs as a topic. Others (3) simply listed evaluation as a topic.

Miscellany: It was suggested that Drop-outs be considered. Two persons were concerned with attendance problems. One all-inclusive question was suggested: How to achieve racial balance within a system? How to finance cultural activities (trips, concerts, etc.)? the role of the federal government in financing desegregation institutes; the effect of economic growth to education equality; teacher-pupil relationships; compensatory education; class sizes.

D. "Check the areas in which you have some experience and/or interest."

19 (33%) ...nongraded school organization
29 (50%) ...remedial reading
22 (38%) ...promotional policy-making
35 (60%) ...reporting to parents
18 (31%) ...guidance and counseling
15 (24%) ...programmed learning

19 (33%) ...team teaching
17 (30%) ...resisting community pressures
36 (62%) ...grouping
29 (50%) ...discipline
3 (5%) ...team principals

12 (21%) ...public health and hygiene
6 (10%) ...public welfare
23 (40%) ...evaluative techniques
38 (66%) ...inservice teacher training

Other comments:

...providing backgrounds for teacher understanding
...curriculum innovations
...curriculum revisions
...desegregation programs in various cities
...gaining public support of new programs

FINDINGS OF THE FIRST QUESTIONNAIRE (continued)

E. "Using the numbers 1 to 6, rate the six most difficult problems that you feel teachers face in integrated schools."

Maintaining Academic Standards

6 (10%)	first	number selected any rating:	29 (50%)
6 (10%)	second		
4 (7%)	third	mean choice (weighted 1-6)	3.31
5 (9%)	fourth		
2 (4%)	fifth	rank: (mean x % weighting)	8
6 (10%)	sixth		

Adapting Instructional Materials

2 (4%)	first	number selected any rating:	37 (64%)
8 (14%)	second		
11 (19%)	third	mean choice (weighted 1-6)	4.00
5 (9%)	fourth		
9 (16%)	fifth	rank:(mean x % weighting)	1
2 (4%)	sixth		

Classroom Discipline

4 (7%)	first	number selected any rating:	26 (45%)
2 (4%)	second		
6 (10%)	third	mean choice (weighted 1-6)	3.15
6 (10%)	fourth		
4 (7%)	fifth	rank: (mean x % weighting)	10
2 (4%)	sixth		

Organizing Club Activities

	first	number selected any rating:	3 (5%)
	second		
1 (2%)	third	mean choice (weighted 1-6)	4.33
1 (2%)	fourth		
	fifth	rank (mean x % weighted)	14
1 (2%)	sixth		

Teacher-teacher relationships

	first	number selected any rating:	7 (12%)
1 (2%)	second		
	third	mean choice (weighted 1-6)	4.59
1 (2%)	fourth		
4 (7%)	fifth	rank (mean x % weighted)	12
1 (2%)	sixth		

FINDINGS OF THE FIRST QUESTIONNAIRE (continued)

Classroom Grouping

2 (4%)	first	number selected any rating:	16 (24%)
2 (4%)	second		
3 (5%)	third	mean choice (weighted 1-6)	3.87
3 (5%)	fourth		
1 (2%)	fifth	rank (mean x % weighted)	2

Slow Learning Child

3 (5%)	first	number selected any rating:	25 (43%)
1 (2%)	second		
7 (12%)	third	mean choice (weighted 1-6)	3.74
4 (6%)	fourth		
6 (10%)	fifth	rank (mean x % weighted)	6
4 (7%)	sixth		

Overcoming Personal Biases

4 (7%)	first	number selected any rating:	13 (22%)
	second		
	third	mean choice (weighted 1-6)	4.31
5 (9%)	fourth		
2 (4%)	fifth	rank (mean x % weighted)	11
2 (4%)	sixth		

Pupil Motivation and Interest

14 (24%)	first	number selected any rating:	49 (84%)
17 (30%)	second		
3 (5%)	third	mean choice (weighted 1-6)	2.69
4 (7%)	fourth		
7 (12%)	fifth	rank (mean x % weighted)	3
4 (7%)	sixth		

Teacher Pupil Relationships

3 (5%)	first	number selected any rating:	26 (45%)
3 (5%)	second		
5 (9%)	third	mean choice (weighted 1-6)	3.73
6 (10%)	fourth		
5 (9%)	fifth	rank (mean x % weighted)	7
4 (7%)	sixth		

Selecting Appropriate Techniques

10 (17%)	first	number selected any rating:	36 (62%)
5 (9%)	second		
6 (10%)	third	mean choice (weighted 1-6)	3.09
5 (9%)	fourth		
7 (12%)	fifth	rank (mean x % weighted)	4
3 (5%)	sixth		

FINDINGS OF THE FIRST QUESTIONAIRE (continued)

Parental Support and Cooperation

6	(10%)	first	number selected any rating:	31 (53%)
5	(9%)	second		
6	(10%)	third	mean choice (weighted 1-6)	3.45
3	(5%)	fourth		
5	(9%)	fifth	rank (mean x % weighted)	5
6	(10%)	sixth		

Health Problems

		first	number selected any rating:	4 (7%)
2	(4%)	second		
1	(2%)	third	mean choice (weighted 1-6)	2.75
1	(2%)	fourth		
		fifth	rank (mean x % weighted)	15
		sixth		

Developing Moral Values

1	(2%)	first	number selected any rating:	18 (31%)
1	(2%)	second		
3	(5%)	third	mean choice (weighted 1-6)	4.67
3	(5%)	fourth		
		fifth	rank (mean x % weighted)	9
10	(17%)	sixth		

Fighting

		first	number selected any rating:	6 (10%)
		second		
		third	mean choice (weighted 1-6)	5.33
1	(2%)	fourth		
2	(3%)	fifth	rank (mean x % weighted)	13
3	(5%)	sixth		

RANKING OF ITEMS

(Amount of concern, expressed by the weighted mean, and the quantity of response, expressed by the per cent choosing item.)

1. Adapting Instructional Materials
2. Classroom Grouping
3. Pupil Motivation and Interest
4. Selecting Appropriate Techniques
5. Parental Support and Cooperation
6. Slow-Learning Child
7. Teacher-Pupil Relationships

RANKING OF ITEMS (continued)

8. Maintaining Academic Standards
9. Developing Moral Values
10. Classroom Discipline
11. Overcoming Personal Bias
12. Teacher-Teacher Relationships
13. Fighting
14. Organizing Club Activities
15. Health Problems

"List any others...."

Respecting another's culture and traditions.
Teacher turnover...constantly having new teachers to train and help get started only to have them wish to transfer to schools where pupils are more able academically when they are then ready to teach effectively.
I do not consider these as problems arising solely from integration—though they may be related to it in fact.
Lack of teacher background—unfamiliar with pupil problems.
Overcoming the lack of experiences needed in early years that we feel are important in developing readiness for learning. Children come from homes where there are no books, no interest in developing language experiences, no trips, and no deep interest in learning.
The problems of _________ are minimum and integration has not been a major problem.
Parent education.

APPENDIX J

SECOND PERSONNEL QUESTIONNAIRE

ANOTHER QUESTIONNAIRE!!!!!!!

Name ____________________

Position ____________________

District ____________________

Please indicate the approximate number of children under your jurisdiction: ______

Please indicate the racial mixture of this population (approximate per cent).

White	______	Puerto Rican	______
Negro	______	Mexican-American	______
Indian	______	Oriental	______
Spanish-American	______	Others	______

Please indicate the number of adults under your jurisdiction: ____________

Please indicate the racial mixture of this population (approximate, percentage or numbers; indicate when per cent)

White	______	Puerto Rican	______
Negro	______	Mexican-American	______
Indian	______	Oriental	______
Spanish-American	______	Others	______

APPENDIX K

FINDINGS OF THE SECOND QUESTIONNAIRE

MORE NUMBERS:

59 participants enrolled

1,154 years of public school experience

Positions represented:

Classroom positions: 6
Supervisory positions: 15 (includes coordinators, supervisors, helping teachers, curriculum positions, etc.)
Administrative positions: 38

The participants represent: 124,560 children

92,056 White
21,466 Negro
10,819 Mexican-American
47 Spanish-American
110 Puerto Rican
45 Oriental
17 Indian

The participants supervise, in various capacities: 3,942 adult staff members

2,751 White
847 Negro
339 Mexican-American
5 Other

Negro students represent about. . . . . 17% of the student population
Negro staff represent about . . . . 21% of the staff population

Mexican-American students represent about . 9% of the student population
Mexican-American staff represent about. . . 9% of the staff population

FINDINGS OF THE SECOND QUESTIONNAIRE (continued)

15 responses indicated no integration of staff
 8 responses indicated only 1 staff member in the minority
34 responses have 1 or more staff members of the minority
26 responses indicated 2 or more staff members of the minority

10 responses indicated no student integration
 8 responses indicated integration at a very low ratio

Overlap: It appears that there is some overlap of students and staff numbers because of the overlap of responsibility of the participants who come from the same school district. This may be about 30,000 children and 900 staff. This can mean fewer numbers than indicated, but it also means that this number of staff and students are under multiple influences of this Institute.

It should be noted that this survey is informal, and some of the information is based on rough estimates, and rounded numbers.

APPENDIX L

FOLLOW-UP QUESTIONNAIRE AND RESULTS

August 18, 1965

Greetings:

Our staff members hope you have recuperated from the rigors of the recent Institute on School Desegregation held at Syracuse University.

As one more aid in evaluation and in planning ahead, we shall greatly appreciate your taking time to check and return the enclosed.

You may recognize that these items are largely the ones that you and the rest of the participants suggested at the beginning as your interests and objectives for the Institute. This will reveal how well you feel these goals were met.

I assure you, no effort will be made to match return envelop postmarks with participant addresses! Answer freely and anonymously.

Thank you so much for your help.

Yours,

C. W. Hunnicutt
Professor of Education

Enclosure

REACTIONS TO THE SYRACUSE UNIVERSITY INSTITUTE ON SCHOOL DESEGREGATION

July 19 - August 6, 1965

Please check your judgment of the degree to which the Institute covered, and gave helpful insights concerning, each problem area below.

Questionnaires Returned: 50 (85%)

	Percentages				
Average	39	39	15	5	1
Problems in:	Excellent	Good	Ordinary	Fair	Poor or Neglected
1. Maintaining Academic Standards in Schools	43	50	6	-	-
2. The Slow-Learner	35	42	15	4	4
3. Grouping for Instruction	25	42	26	6	2
4. Adapting Instructional Materials	38	36	19	6	2
5. Selecting Appropriate Techniques	41	48	6	6	-
6. Pupil Motivation	68	21	8	4	-
7. Discipline	32	47	19	-	2
8. Fighting	15	38	35	8	4
9. Organizing Club Activities	20	47	20	12	2
10. Relationship of Teacher to Teacher	29	40	21	10	-
11. Relationship of Faculty to Pupil	45	42	13	-	-
12. Relationship of Faculty to Parent	63	33	4	-	-
13. Relationship of Teacher to Supervisor or Administrator	48	32	18	-	2
14. Relationship of Faculty to Neighborhood	67	31	2	-	-
15. Staff Morale and Motivation	60	35	6	-	-
16. Biases among Staff	32	44	18	4	2
17. Biases in Neighborhood and Parent Groups	33	33	29	2	2

REACTIONS TO THE SYRACUSE UNIVERSITY INSTITUTE ON SCHOOL DESEGREGATION

Problems in: (continued)

		Percentages				
		Excellent	Good	Ordinary	Fair	Poor or Neglected
18.	Biases among Students	22	31	35	6	6
19.	Parent Motivation, Support and Cooperation	68	30	-	2	-
20.	Community Motivation	72	17	9	2	-
21.	Student Health	16	32	36	10	6
22.	Developing Moral Values	22	37	31	6	4
23.	Teacher Recruitment and Selection	20	47	20	10	2
24.	Staffing Special Areas (Reading, Guidance, Helping Teachers, etc.)	29	39	22	4	6
25.	Teacher Transfer	10	46	29	13	2
26.	Teacher Retraining	21	44	21	8	6
27.	Changing Staff Behavior	32	42	20	4	2
28.	Innovating New Programs	52	44	4	-	-
29.	Evaluating Progress	24	45	27	4	-
30.	Evaluating Teachers	21	44	27	2	6

Please bear with us just a little longer? On the same scale of Excellent to Terrible, please react to some of the mechanics of the Institute.

31.	Housing Arrangements	41	33	17	9	-
32.	Meals	20	53	20	6	-
33.	Social Aspects Generally	33	51	6	10	-
34.	Storto's (picnic)	45	37	10	5	3
35.	Drumlins (luncheon)	51	41	4	4	-
36.	Small Group Approach Generally	46	34	8	10	2

REACTIONS TO THE SYRACUSE UNIVERSITY INSTITUTE ON SCHOOL DESEGREGATION

Problems in: (continued)

		Percentages				
		Excellent	Good	Ordinary	Fair	Poor or Neglected
37.	Group Discussion Topics	42	38	12	8	-
38.	Reorganizing Groups Weekly	46	30	10	10	4
39.	Role-Playing Assignment	48	31	10	10	2
40.	Community Reports	34	64	2	-	-
41.	School Visitation	33	49	16	2	-
42.	Final Examination	43	38	9	8	2
43.	Films and Strip Films	46	40	6	4	4
44.	Degree to which the Institute generally met with your expectations	52	46	2	-	-

Many thanks. Hope we can see each other in St. Louis.

Note: Percentages are rounded to the nearest per cent, and will not necessarily total 100.

APPENDIX M

SYRACUSE AREA SUMMER ACTIVITIES AVAILABLE TO PARTICIPANTS

Summer sessions at Syracuse are filled with many activities for recreation, enjoyment and enlightenment. Many of these activities will conflict with the Institute because the Institute does not operate on the regular summer session schedule. We list a few activities for times we think you might be free. A full brochure describing the activities of summer session is available in the Institute Library.

Monday, July 19		
8:30 p.m.	Hungarian Quartet	Crouse College Auditorium
Tuesday, July 20		
7 and 9 p.m.	International Cinema "Lady Killers"	Gifford Auditorium
Wednesday, July 21		
8 p.m.	Folk and Square Dancing	Hinds Hall Parking Lot
8:30 p.m.	Louis Krasner, Violinist	Crouse College Auditorium
Thursday, July 22		
7:00 p.m.	Summer Band Concert	Chapel Steps
Saturday, July 24		
8:00 a.m.	ALL DAY TOUR TO NIAGARA FALLS: Fare is $9.50. Reservations must be made with the receptionist in the Women's Building before 4 p.m. Thursday, July 22. Buses leave from Sadler and Haven Halls.	
Sunday, July 25		
11 a.m.	Protestant Worship Service Rev. Noble, Dean of Hendricks Chapel	Chapel
Monday, July 26		
8:30 p.m.	Concert: String Quartet	Crouse College Auditorium
Tuesday, July 27		
7 and 9 p.m.	International Cinema Japanese: "Rashomon" Canadian: "The Cars in Your Life"	Gifford Auditorium
Wednesday, July 28		
8 p.m.	Folk and Square Dancing	Hinds Hall Parking Lot
Thursday, July 29		
7 p.m.	Band Concert	Chapel Steps
Saturday, July 31		
8 a.m.	ALL DAY TOUR OF CORNELL UNIVERSITY: CORNING GLASS CENTER. Includes attendance at a production of the Corning Summer Theater. Fare is $7.00. Reservations must be made with the receptionist at the Women's Building before Thursday, July 29, at 4 p.m. Buses leave from Sadler and Haven Halls.	

SYRACUSE AREA SUMMER ACTIVITIES AVAILABLE TO PARTICIPANTS (continued)

Sunday, August 1		
11 a.m.	Protestant Services Rev. Bates, Chaplain	Chapel
Monday, August 2		
8:30	Concert: Summer Chorus and String Orchestra	Crouse College Auditorium
Tuesday, August 3		
7 and 9 p.m.	International Cinema German: "The Bridge"	Gifford Auditorium
Thursday, August 5		
7 p.m.	Concert: Summer Band	Chapel Steps

APPENDIX N

EVALUATIVE DATA RELATED TO THE SUPPLEMENTARY INSTITUTE IN ST. LOUIS

Population: 39 participants attended the visitation

26 returned the questionnaire (66% response)

Item responses in per cent, rounded to nearest tenth. Raw data in [brackets].

	Excellent	Good	Fair	Poor	Very Poor	Not Approp.
Tues.Eve.Accommodations	80.8[16]	19.2[5]	-	-	3.8[1]	15.4[4]
Wed.-Sat. "	38.5[10]	53.8[14]	3.8[1]	-	-	3.8[1]
Availability and Quality Dining	30.8[8]	38.5[10]	26.9[7]	-	-	3.8[1]
Banquet	34.6[9]	34.6[9]	23.1[6]	-	-	7.7[2]
Transp.in and out of St. Louis	34.6[9]	34.6[9]	15.4[4]	-	-	15.4[4]
Transp.to & from meetings	15.4[4]	23.1[6]	19.2[5]	15.4[4]	15.4[4]	11.5[3]
Visitation Variety	46.2[12]	46.2[12]	3.8[1]	-	-	3.8[1]
Individual Flexibility	19.2[5]	57.7[15]	19.2[5]	-	-	3.8[1]
Timing	15.4[4]	57.7[15]	19.2[5]	7.7[2]	-	-
Overall Satisfaction	26.9[7]	61.5[16]	11.5[3]	-	-	-
Mr. Achiever & follow-up	30.8[8]	34.6[9]	7.7[2]	-	-	26.9[7]
Wednesday Lunch	7.7[2]	15.4[4]	34.6[9]	7.7[2]	23.1[6]	11.5[3]
Noon Film Program	7.7[2]	38.5[10]	3.8[1]	3.8[1]	-	46.2[12]
Art Museum Field Trip	19.2[5]	26.9[7]	7.7[2]	-	-	42.3[11]
Wed.eve.Classes	26.9[7]	46.2[12]	11.5[3]	3.8[1]	-	11.5[3]
Wed.Afterschool Projects	30.8[8]	42.6[12]	7.7[2]	-	-	15.4[4]

EVALUATIVE DATA RELATED TO THE SUPPLEMENTARY INSTITUTE IN ST. LOUIS

	Excellent	Good	Fair	Poor	Very Poor	Not Approp.
Wed.Eve.Community Projects	23.1[6]	26.9[7]	3.8[1]	-	-	46.2[12]
Audio-Visual Center	69.2[18]	30.8[8]	-	-	-	-
Principals' Meeting	46.2[12]	30.8[8]	19.2[5]	3.8[1]	-	
Thurs.Eve. Classes	46.2[10]	42.3[11]	11.5[3]	-	-	7.7[2]
Thurs.Afterschool Projects	30.8[8]	53.8[14]	7.7[2]	-	-	7.7[2]
" Eve.Parent Council	26.9[7]	38.5[10]	3.8[10]	-	-	30.8[8]
Reading Clinic	80.8[21]	15.4[4]	3.8[1]	-	-	-
Fri.Eve. Class Visits	30.8[8]	23.1[6]	3.8[1]	-	-	42.3[11]
" " City Tour	30.8[8]	23.1[6]	7.7[2]	3.8[1]	3.8[1]	30.8[8]
" Parents' Meeting	42.3[11]	42.3[11]	7.7[2]	-	-	7.7[2]
Sat. Morn. Projects	42.3[11]	30.8[8]	19.2[5]	-	-	7.7[2]
" " Institute Seminar	34.6[9]	26.9[7]	23.1[6]	-	-	15.4[4]
What do you *now* think of the idea of a visitation to St. Louis	76.9[20]	23.1[6]	-	-	-	-

Would you go again? Yes: 96.2[25] No: 0 Maybe: 3.8[1]

How clearly did the St. Louis Staff represent their situation during the summer program?

Very Clearly: 84.6[22] Exaggerated: 3.8[1] Understated: 3.8[1]
Other: 7.7[2] (1 not appropriate; 1 some did; some didn't)

Do you feel Syracuse should offer this program to others:

Yes: 92.3[24] No: 0 No Response 7.7[2]

Do you feel Syracuse should offer a program for people (such as yourself) beyond this Institute?

Yes: 73.1[19] No: 15.4[4] No Response 11.5[3]

EVALUATIVE DATA RELATED TO THE SUPPLEMENTARY INSTITUTE IN ST. LOUIS (continued)

The questionnaire included two opportunities to make open-ended comments. The first concerned programs of the future. The following suggestions were noted:

1. Syracuse University might offer a graduate course (during the regular sessions) similar to the Summer Institute, using the same approach with problem solving, discussions, readings, films, film strips, etc., that would apply to the Syracuse City District problems.
2. Some reports on efforts to overcome de facto segregation.
3. Approaches to teaching mixed groups with 50% or less white population.
4. For teachers primarily: methods and techniques in teaching disadvantaged children.
5. For administrators and supervisors: planning and administering a program of compensatory education.
6. Areas of desegregation and integration should be more extensively covered.
7. Summer school classes (for children) in St. Louis, with Institute members working as staff members under direction of the St. Louis supervisors.
8. Institute members working in the St. Louis Reading Clinic during the summer under the direction of the St. Louis staff.
9. Inservice workshops for classroom teachers on (a) teacher attitude; (b) motivating the culturally deprived child; (3) curriculum innovations for the culturally deprived child; (d) parent-school cooperation techniques.
10. Teacher-pupil relationships.
11. Classroom control techniques.
12. Identification of the types of personnel needed to work with students in the inner city.
13. Curriculum-building or adaptation.
14. Psychology of the educationally deprived learner.
15. Methods for improving home-school relationships.
16. More detailed and explicit instruction on:
    a. Setting up and operating the St. Louis Reading Clinics
    b. Implementation of the St. Louis Modern Math Program

    c. Production, writing, and direction of the Mr. Achiever program, including classroom follow-ups.
    d. How the various principals and teachers maintain such superb discipline.

17. Investigations into:

    a. The Boston area (de-facto segregation)
    b. Dade County, Florida (refugee problems)
    c. The Deep South
    d. Vocational schools

18. Assisting with the writing of proposals for securing grants.

19. Retraining the teacher with tenure who does not know how to adjust to the new services.

20. I would like to see an institute such as this conducted for educators who are faced with the problem of having schools integrated.

21. Making a course on teaching the disadvantaged a required one for new teachers.

22. Include others such as social workers.

23. Use teachers or administrators who have had experience with disadvantaged youngsters in the Syracuse area.

24. It would be well to draw parallels and then see differences in the Syracuse problem and at some points within the problem.

25. The Institute is of great value in stressing the intangibles (attitudes, motivation, leadership, backgrounds in deprivation).

26. Study and evaluation of new programs dealing with compensatory education.

27. Involvement of more classroom teachers for more detail.

28. Involvement of all big cities with de facto segregation.

29. Demonstrated amount of parent involvement attainable.

Miscellaneous commentaries.

1. A creative program is a must in a disadvantaged area.

2. I agree with the philosophy of the administrators of the Banneker School District in regard to education. Everywhere I visited I saw evidences of success, satisfaction, enthusiasm, and cooperation. Then, too, I was aware of the untold hours of

work which these administrators devoted to their work.

3. In future planning, please allow some time for "buzz" sessions. The give and take of people who have shared a common experience can be very profitable. We had this in Syracuse, we missed it in St. Louis.

4. How can other radio programs acquire the same popularity as Mr. Achiever?

5. Do the students salute the flag every morning? I didn't see flags in the classrooms.

6. The Banneker success is a great deal more than Dr. Sam Shepard.

7. In all the schools in which I visited, only two teachers were teaching. Others were correcting papers or not in their rooms. I was amazed to find teachers out of their rooms and classes left unsupervised. This was true in almost every school I was in. Is it the custom for teachers to work in other areas of the building and leave the class alone? Possibly this is the answer? I would like to add that nowhere in this type of situation, did we find a disorderly class. Every child was working and in his seat. While I recognize self-discipline is what we are seeking, I wondered about legal ramifications in case of an accident while the class was unsupervised.

8. I was dismayed to see so many broken windows and other acts of vandalism in a school only six or seven years old. Pride in the school building seems to be lacking. I had expected it to be a concomitant of the program set up for the St. Louis system. I would rate the janitorial service as "poor" in this particular building. I feel that greater attention to cleanliness (in stairways, lavatories, etc.) would be an incentive for the children to keep their school "new" and attractive.

9. I think more superintendents should be involved.

Comments on the Institute Organization and Structure

1. It was evident that much careful planning went into both the Syracuse and the St. Louis experiences and I found both quite helpful. Unfortunately, many of my best questions came to me after I had left each and had time to reflect.

2. The visit confirmed and completed what the Institute presented, therefore, it was most worthwhile. I suggest as improvements:

    a. Someone from St. Louis at the motel on arrival evening.
    b. Either be housed nearer the schools to be visited or provide transportation as a group.
    c. At least provide the participants with a map. Taxi drivers caused us to miss Mr. Achiever by pretending

    not to be able to find the school. (Happened more than once.)

  d. Give suggestions as to where to eat.
  e. Don't assume that everyone will feel able to go from 9 a.m. to 9:30 p.m., especially the first day. We work so hard to get ready to leave our jobs that we are weary on arrival. Anyhow, some free time is needed.
  f. Plan a get-together as early as possible on arrival, for as many as possible, on Tuesday evening.

3. The entire Institute and trip was a most rewarding experience.

4. The meeting in St. Louis was most valuable and I am grateful for having had the opportunity to attend. The St. Louis staff did a most adequate job in organizing, planning and presenting for which they deserve a thousand compliments.

5. I feel that Syracuse should worry less about the participant's comfort and convenience. When you offer a program containing as much useful information and as many beneficial ideas, as you have done, the individuals involved should feel very proud to attend--and not worry about minor problems.

6. All-in-all, I thought the program excellent. However, the two areas which I felt needed revamping the most were:

    a. The lack of provision for helping the participants to have an opportunity to enjoy more of the tourist attractions in and about St. Louis.
    b. The poor organization with regard to providing the participants with adequate transportation to and from the various schools. The use of a few school buses would have not only facilitated the rapid and worriless movement of the participants, but would have saved a great many, myself among them, a considerable expense.

7. I came! I saw! I was satisfied!

8. The Institute this past summer was a most worthwhile experience--beautifully executed. The trip to St. Louis as a follow-up was a "dream becoming reality." The whole experience was a privilege to be cherished.

9. I can say that the course and the trip to St. Louis were excellent especially in these most difficult days of integration.

10. The willingness of the Syracuse [Institute] group to assemble at their own expense at great distances from their respective homes shows the tremendous appeal of the program, the staff, the leadership and the members. The interpersonal relationships have been most rewarding.

11. I don't personally feel that [anyone] should attempt to offer "this" program in [other] schools...too many contingencies, e.g.,

geography, tradition, ethnic composition, ethnic stability, etc....

12. The efforts of Dr. Shepard and his administrators and teachers are commendable. The principal of one school did not see the situation of community difficulties as reported in the press [in the same way] as Dr. Shepard.

13. Several community (local school) leaders should be included in this program at Syracuse because:

    a. Can add community insight into community-school problems.
    b. Using St. Louis, they can also be shown first-hand the cooperation parents must provide in order that all children benefit.

14. Report "findings" as suggested procedures for classroom teachers to adapt according to needs.

APPENDIX O

DATA RELATED TO THE FOLLOW-UP CONSULTANCIES IN AKRON, OHIO AND SYRACUSE, NEW YORK

BOARD OF EDUCATION
OF THE
CITY OF ST. LOUIS

ROOM OF TWENTY PROJECT
25 SOUTH COMPTON AVENUE
ST. LOUIS, MISSOURI 63103

JEFFERSON 3-6672

March 28, 1966

Dr. C. W. Hunnicutt
Professor of Education
Syracuse University
200 Slocum Hall
Syracuse, New York

Dear Dr. Hunnicutt:

I recently returned from Akron, Ohio as a follow-up to the workshop held last summer. I spent two days there, March 21, 1966 and March 22, 1966.

During my stay the schedule was as follows:

Monday, March 21, 1966
8:00 - 12:00 - Visits into Inner City Schools and Consultations with Principals
12:00 - 1:00 - Luncheon - P.T.A. Presidents and Principals of Inner City Schools (made presentation)
1:00 - 3:00 - Continued school classroom visitation and consultation.
3:00 - 4:00 - Press Conferences.

Tuesday, March 22, 1966
9:00 - 10:00 - Continued visits and consultations
10:00 - 11:00 - Addressed the Administrative Council - All City Principals and Administrators
12:00 - 1:00 - Luncheon - Discussion with Akron Personnel involved in Programs under OEO, and ESEA.
2:30 - 3:30 - Press Conferences
4:00 - 5:00 - Addressed the meeting of Inner City Teachers - (Approximately 250 in attendance)

Even though you can readily see that the schedule was quite full, the trip was in my opinion profitable in terms of what we attempted to accomplish last summer. I observed evidences of efforts to provide a quality educational program for inner city children. A program developed to meet the unique needs of the children involved.

Sincerely yours,

Ernest Jones

Ernest Jones, Director
Room of Twenty Project

EJ:jmm

DATA RELATED TO THE FOLLOW-UP CONSULTANCIES IN AKRON, OHIO AND SYRACUSE, NEW YORK

April 14, 1966

Mr. Ernest Jones
Room of Twenty Project
25 South Compton Avenue
St. Louis, Missouri 63103

Dear Mr. Jones:

A three-day conference in Chicago and Spring vacation week have made me tardy in getting this letter to you. However, I trust it is not too late to express the appreciation of all of us here from our superintendent to the teachers who heard your talk just before your departure for your interest in our work and the valuable time you took to be with us.

I received several phone calls from teachers who heard your talk and called to say how interesting it was to hear from a person who was "knee-deep" in the situation and offered some usable suggestions.

Needless to say, those of us who had been with you in Syracuse and St. Louis were especially pleased that you could "come to our house."

I am enclosing copies of newspaper clippings you might be interested in. I've also taken the liberty of adding your name to our "Off the Chalkboard" mailing list. It might help to keep you in touch with the progress of some of our programs currently under way.

Again, many thanks. We sincerely hope you can be with us in Akron again some day. We promise to keep the schedule lighter next time!

Best wishes to your colleagues.

Cordially,

Rita DeSantis
Director
Radio and Television Education

cc: Dr. Sam Shepard
Dr. C. W. Hunnicutt

SYRACUSE CITY SCHOOL DISTRICT

John T. Roberts School
715 Glenwood Avenue
Syracuse, New York 13207

Report on Ernest Jones Visit

Thursday, May 12th - School Visits

9:00 a.m. Croton School
Consultation with administrative staff and members of Special Services.

10:00 a.m. Danforth School
Team Planning meeting with Mr. Donald Perry and first-grade teachers.

11:00 a.m. McKinley Brighton School
Demonstration of Perceptual Training.

2:00 p.m. Meeting with principals, teachers, and specialists who are investigating and planning for a Continuous Progress Program in selected schools in 1966-1967 school year.

4:00 p.m. Visit to Manpower Training Center.
We met with Mr. Johnson and toured the building.

7:00 p.m. Dinner meeting with the group who had attended workshop and visited in St. Louis.

Friday, May 13th

9:00 a.m. Mr. Jones addressed a meeting of the school administrative staff at LeMoyne College. His talk included identification, motivation and discipline of the culturally different child. We were all most impressed. His talk and question and answer period were scheduled to end at 11:00 p.m. It was after twelve before all who wished to talk to him had the opportunity to do so.

1:00 p.m. We visited the Adult Basic Education program, Pre-school program and the Y-Med (Young Unwed Mothers) program.

2:00 p.m. Mr. Jones addressed the School Volunteer Program at one of their in-service meetings.

These two days were very rewarding both for us and for Mr. Jones. The Syracuse staff certainly benefitted from his practical approach to problems of integration. Although our situation is different from that in St. Louis many common factors exist. Mr. Jones was extremely interested in our Manpower Training Program and the progress made in the Y-Med.

DATA RELATED TO THE FOLLOW UP CONSULTANCIES IN
AKRON, OHIO AND SYRACUSE, NEW YORK

Akron Beacon Journal
3-23-66

'Schools Giving Deprived Area Pupil Better Chance'

Thanks to improvement in educational services the inner-city school child isn't just "a dirty little slum kid anymore," says Ernest Jones, visiting educator from St. Louis, Mo.

"He may still be dirty, but now someone asks, 'Does he have talent? What potential human resource can we develop? How can we turn him into a participating citizen in our community?'"

JONES, principal in the Banneker District of St. Louis where work with Negroes has been recognized nationally, is observing Akron City School programs in deprived areas.

He spoke to faculties of 11 inner-city elementary schools at North High today on the Banneker "Operation: Motivation."

In the 16 years that he has worked in inner-city schools he has seen a great "national awareness of the problems" develop.

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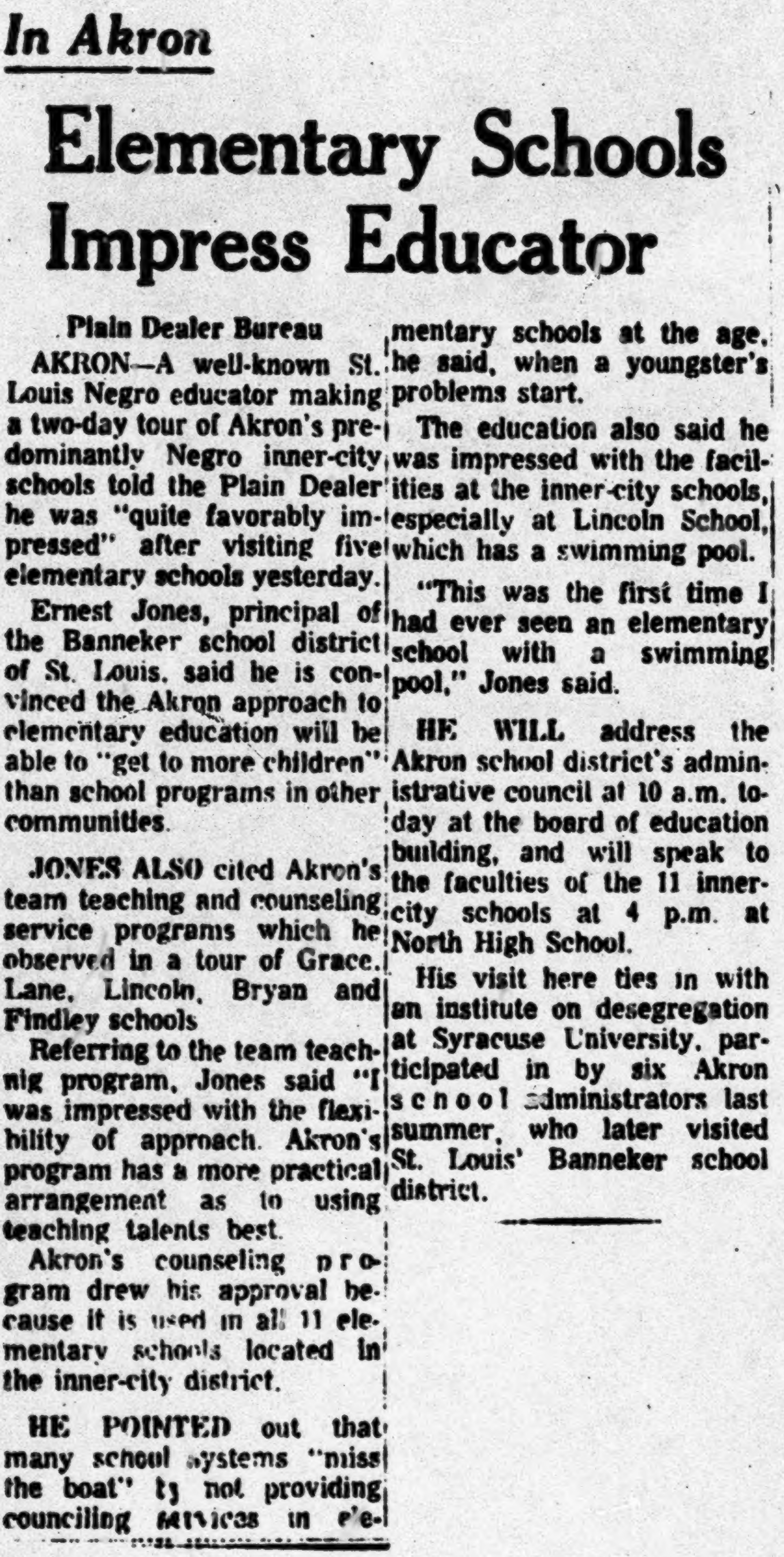
DATA RELATED TO THE FOLLOW-UP CONSULTANCIES IN
AKRON, OHIO AND SYRACUSE, NEW YORK

Cleveland Plain Dealer
3-22-66



In Akron

Elementary Schools Impress Educator

Plain Dealer Bureau

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News Release -- Visit to Syracuse of Ernest Jones

Ernest Jones is visiting us in Syracuse on May 12 and 13. We have tried to plan as full a schedule for him as they gave us in St. Louis.

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Watch the school bulletin for notice of the meetings.

At our dinner meeting, Dr. Hunnicutt, Ed Lindsey and Wayne Dickenson are going to be invited to join us. If you have any pictures or slides which you took in St. Louis, please bring them. Evie Abdo is going to bring hers--they're real good.

Please call me at school to let me know if you will be joining us for dinner.

Helen and Bob

DATA RELATED TO THE FOLLOW-UP CONSULTANCIES IN
AKRON, OHIO AND SYRACUSE, NEW YORK

off the Chalkboard

AKRON
PUBLIC
SCHOOLS

March 28, 1966 Office of the Superintendent Calendar LL-29

Final Meetings

Secondary Growth Sessions Tuesday

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Area 4 -- East and Goodyear at Goodyear; Dan Hayes, chairman; Measurement of Intelligence and Achievement; Dr. Robert Myers, director of child study department.

Area 6 -- Buchtel and West at West; James Appleby, chairman; Understanding the Disadvantaged Youth; Dr. Edwin L. Lively, University of Akron department of sociology.

Area 7 -- Hower, South and Thornton at Thornton; Neal Collins, chairman; Practical Applications of the Use of Audio-Visual Materials and Equipment; demonstrations by subject area teachers.

... see back page

St. Louis Principal Consults in Inner City

COUNSELORS Clarence Milliner and Emmitt Reaves, from left, discuss the new services provided for 11 elementary inner-city schools under the Elementary and Secondary Education Act with Robinson principal Ralph Tate and Ernest Jones, consultant from the Banneker District of St. Louis. Jones, who is a colleague of the educator Dr. Sam Shepard, made a reciprocal visit here after six Akron administrators spent three days observing in the Banneker schools last fall.

APPENDIX P

TOPICS FOR SMALL-GROUP DISCUSSION

The topics may be discussed at the Small-Group discussion time (11:10 daily) or at the Team Discussion time (1:30 - 2:45 daily).

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4. Developing the language skills of culturally disadvantaged children.
5. Improving the self-image of culturally disadvantaged children.
6. Organization and administration of team teaching in the elementary school - implications for teaching the culturally disadvantaged.
7. Pre-service and in-service training programs for teachers of inner city schools.
8. Orientation of Negro pupils attending school with Caucasians for the first time.
9. Improving communication between home and school in depressed areas.
10. Providing special curricular materials for schools in the inner city.
11. Providing special services for culturally deprived children.
12. Understanding behavioral tendencies - aggressive and withdrawal - of culturally deprived children.
13. Selecting teachers for inner city schools.
14. Plans for handling the wide range of reading abilities in elementary schools in disadvantaged areas.
15. The orientation of white teachers to Negro pupils in disadvantaged areas.
16. The policy on corporal punishment in depressed areas.
17. Plans for the distribution of basal readers in schools in depressed areas, (assuming the school system has one basal reading series and has a quota for each school).

TOPICS FOR SMALL-GROUP DISCUSSION (continued)

Topics for Third Thursday and Friday

a) Adapting Instructional Materials

b) Classroom Grouping

c) Pupil Motivation and Interest

d) Selecting Appropriate Techniques

e) Parental Support and Cooperation

f) Slow-Learning Child

g) Maintaining Academic Standards

h) Classroom Discipline

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PROBLEMS FOR INVESTIGATION AND STUDY

Each team shall select three problems--one for each week. Each team shall submit on Friday, a written report on its topic of the week. In addition, each team will present an oral report on one of its topics, according to schedule. Teams will be free to work on these problems 1:30 to 2:45 daily.

I. Mrs. Green is the mother of two children enrolled in your school. Both of her youngsters indicate above average potential to be successful in school experiences, but never seem to work up to their potential because of a lack of parental concern. Their attendance is poor, they very seldom complete home assignments, and generally show little enthusiasm for school work. Mrs. Green has related to you, during previous telephone conversations, the many domestic problems she has. Such as:

> The problem of providing necessities of everyday living on a limited income--welfare assistance.
>
> The lack of the father in the home to help with the children.
>
> The problem of caring for young children. (The need to keep the boys home to do this while she runs errands.)
>
> Other problems related to family relationships.
>
> The problem of getting the children to the clinic for medical treatment.

You have become quite concerned about these youngsters and the fact that they could do much better than they do in school. The parent maintains that her problems are of such magnitude that she has very little energy or time for concern about the children's school problems. You have requested a conference with her. WHAT WOULD BE YOUR LINE OF DISCUSSION WITH HER?

II. Mrs. Smith, a second-grade teacher, in an attempt to develop good discipline, has resorted to some questionable practices. Such as:

> Having children stand in the hall outside the classroom for an hour or so as punishment for misbehavior.
>
> Used ridicule as a technique to bring about desirable behavior change. (Attacking lack of cleanliness, deviations in physical characteristics, age,etc.)
>
> Deducted for academic ratings on the basis of undesirable behavior.

Had children stand on one leg for long periods as punishment.

Shows great reluctance to talk with the parents of children about problems--states they don't know anything and can't help.

Parents have begun to call your office complaining about such practices. Mrs. Smith has the potential to be an excellent teacher. Her college record indicates so. You must talk with Mrs. Smith immediately and arrange to do so. WHAT WOULD BE YOUR PRESENTATION?

III. Richard Jacobs is one of your problem pupils. He is not brilliant but could be classified as average. His school experiences could be characterized as follows:

He relates well with other pupils. In fact, he could be classified as a leader.

He gets along very poorly with teachers because he has very little desire to do school work and on many occasions will not do it. In addition, he bores easily and as a result gets into all sorts of mischief. He is absent quite frequently.

He is very sensitive about the poor, deprived condition of his family.

He works very energetically in areas where his interest has been aroused and produces at times outstanding work. (This is not often, however.)

Richard is a Negro youngster in his teens and is familiar with patterns of discrimination and prejudice. He feels that society is against him and at times shows outright hostility.

You have arranged to have him help you take inventory of the science equipment in the school so that you can talk with him about his many problems. Specifically you want to try to change his attitude toward:

Attendance at school
Greater effort in school
General feeling of hostility toward society because of his awareness of discrimination and prejudice
General misbehavior in the classroom

WHAT WOULD BE YOUR LINE OF DISCUSSION?

IV. The Jones family, Negroes with four school age children, from Chehaw, Alabama, enters your school where the student body is predominantly white. The staff is all white. The pupils are assigned to classes. Three of the family members show signs early of a good school adjustment. One sibling shows withdrawal tendencies; comes to school but

DATA RELATED TO THE FOLLOW UP CONSULTANCIES IN AKRON, OHIO AND SYRACUSE, NEW YORK

Akron Beacon Journal
3-23-66

‘Schools Giving Deprived Area Pupil Better Chance’

Thanks to improvement in educational services the inner-city school child isn't just "a dirty little slum kid anymore," says Ernest Jones, visiting educator from St. Louis, Mo.

"He may still be dirty, but now someone asks, 'Does he have talent? What potential human resource can we develop? How can we turn him into a participating citizen in our community?'"

JONES, principal in the Banneker District of St. Louis where work with Negroes has been recognized nationally, is observing Akron City School programs in deprived areas.

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off the Chalkboard

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IV. The Jones family, Negroes with four school age children, from Chehaw, Alabama, enters your school where the student body is predominantly white. The staff is all white. The pupils are assigned to classes. Three of the family members show signs early of a good school adjustment. One sibling shows withdrawal tendencies; comes to school but hides around in the building and does not attend classes.

When confronted states flatly, "I don't want to go in that teacher's room." WHAT DOES THE SCHOOL SAY? WHAT DOES THE SCHOOL DO?

V. In a school of mixed racial pupil population the administration takes cognizance of the fact that parents of the Negro children do not participate in school organizations and activities. WHAT CAN THE SCHOOL DO ABOUT THIS?

VI. The Board of Education in your community takes actions to do away with all vestiges of school segregation. Pupils from the one remaining segregated school are assigned to other schools.

After a brief period of enrollment, teachers at the receiving school begin to make such comments as the following:

> "I can't understand anything those kids say; they just mumble at you."
>
> "They are dirty and smelly."
>
> "I don't see how Sammy ever got into the sixth grade. Kids like him are just ruining my class."
>
> A few fights with racially different combatants occur.

A few cases of pupil hazing to show resentment of their newly attained classmates are reported. A few incidents of stealing are reported. Finally, two old "stand-by" teachers resign. WHAT CAN THE SCHOOL DO?

APPENDIX R

WAYS TO INVOLVE PARENTS

Problem: In a school of mixed racial pupil population the administration takes cognizance of the fact that parents of the Negro children do not participate in school organization and activities. WHAT CAN THE SCHOOL DO ABOUT THIS?

Team D in its discussion believes that all parents participate in school organizations and activities only to the degree that they feel they are wanted or needed. This is the primary factor to be considered in utilizing any method or attempt to secure their participation and to include them in an active role in school organizations and activities.

A. The team discussed possible ways to incorporate these parents. The suggestions were:

   1. Invite key persons to attend, hoping they will draw others.
   2. Start the year with a topic for discussion which involves the interests of these parents.
   3. Have programs involving the children. This will encourage the attendance of parents.
   4. Stress to parents the importance to their children of the parents' participation in school activities.
   5. Speak to social groups in the community and stress the need for parents' participation in school activities.
   6. Learn the power structure in the community, and let these people encourage participation of parents in school activities.
   7. Provide baby-sitters in the school for younger children who must come with mothers when the mothers attend school activities.
   8. Select block chairmen in the community to personally contact the other parents in the block.
   9. Give parents a pep talk about the importance of their participation. This is good to do when they come to the school to register the children.
   10. Gear programs to community needs.
   11. Involve fathers by including them in groups and having special programs for which they are responsible. Visits might also be made to Negro men's clubs to encourage their participation.

12. Invite sport personalities as guest speakers.

13. Show films dealing with a topic of keen interest to persons in the community.

14. Integrate these persons into committees which service the school's activities.

B. Additional ways to involve Negro parents in the activities of an integrated school:

1. Let teachers become involved in neighborhood meetings and other activities in the community.

2. Have panel discussions of pertinent topics. These panels can involve frank exchanges between parents and children on topics of interest to them. These topics should be carefully selected.

3. Have room mothers, and let them encourage the other parents to participate.

4. Give prizes for rooms having the best parents' participation in school activities.

5. Ask these persons, especially, to participate in special activities such as bake sales, etc.

6. Invite these parents to assist on field trips.

7. Have safety and health programs which are pertinent to needs in the community.

8. Use these persons as resource persons for various occupations, professions, etc.

9. Stress the possibilities to see demonstration lessons and to acquire knowledge of the latest techniques through visiting the school, especially during American Education Week.

10. Approach parents during American Education Week to encourage their getting to know the school and its activities.

11. Have school personnel speak to local Negro church groups to encourage fuller participation of Negro parents in the programs and activities of the school.

WAYS TO INVOLVE PARENTS (Continued)

For the last five years, the Banneker District has made a concerted effort to motivate children to reach a high level of academic achievement. This concerted effort has involved teachers, principals, children, parents, and the local community.

The programs for the parents have been designed to inform them of school matters and policies, to suggest concrete ways by which they may help their children improve in school, and to change their traditional negative attitude toward the school and its personnel from indifference and hostility to one of respect and confidence toward the school learning and achievement. In addition, the programs were designed to motivate parents to want their children to achieve in the hope that they will in turn motivate their children.

The formats of the programs with parents have had a variety of approaches and have emphasized several topics, namely:

1. Shifting structure of job opportunities.
2. The necessity of mastery of basic skills.
3. Importance of elementary school success for high school adjustment.
4. Ways in which parents can help at home. (Parent's Pledge of Cooperation)

Recently, the October meetings with the parents were designed to emphasize the following:

1. The realization that new job opportunities are available for qualified Negroes.
2. The importance of mastery in the language arts and arithmetic for any job success.
3. The importance of drive, perseverance, and the overcoming of obstacles for success.

All eighth-grade students were invited to attend because of the magnitude and scope of the program.

During this current series of programs, 17 young Negroes in unique job openings in the St. Louis area helped to stress the above points. The format of the program followed an interview situation focusing on the following information obtained through a questionnaire:

1. Participant's place of employment and job description.
2. Years of education necessary for job - both formal and technical.
3. Solutions to problems involved in securing this education.
4. Difficulties encountered in obtaining job.
5. Importance of elementary school education.

Office of the Assistant Superintendent
Banneker District
2840 Lucas Avenue
St. Louis 3, Missouri

Dear Parent:

We know that we do not have to ask if you are interested in your child's future and his educational achievement for that future!

The purpose of this letter is to notify you that we are having a most important meeting of all Fourth Grade pupils, their parents, and parents of pupils new to the St. Louis Public School System. For your convenience the following information is provided:

Date: ______________________________

Time: ______________________________

Place: ______________________________

As most of you know, pupils upon leaving the Ungraded Primary--where they were allowed to work at their own rate of speed and ability level--are placed in the regular grades. Here, they have a given number of skills to master in a specified period of time. Your child's achievement in these grades will depend on how well he develops and used good study habits, and, how well you, his parent, encourages him to do his very best to succeed in school.

In many instances, we have traced the cause of poor achievement to getting off to a bad start. Surely, all of us--you, the parents, our teachers, general supervisors, principals, and I--must make every effort to work together to get your child to do HIS BEST IN SCHOOL EVERY DAY. If we do this, between now and the time when he will be ready to enter high school, we should certainly have had some success in helping this child AVOID BEING ASSIGNED TO A TRACK OR PROGRAM IN THE HIGH SCHOOL WHICH MIGHT LIMIT HIS CHANCES FOR A SUCCESSFUL AND HAPPY LIFE LATER. We are asking you to GET BEHIND YOUR CHILD NOW AND ATTEND THIS MEETING, WHICH IS UNDOUBTEDLY OF REAL IMPORTANCE TO YOU!

With kindest regards,

______________________________ Principal

School

____
Samuel Shepard, Jr.
Assistant Superintendent

WAYS TO INVOLVE PARENTS (continued)

BANNEKER GROUP OF SCHOOLS

Office of the Assistant Superintendent November, 1963.

Dear Parent:

We were indeed happy to see you at the October P.T.A. Night Meeting. The concern which you are showing in your child's progress and in his school is largely responsible for the gains we are making in school attendance and achievement, as well as in the development of desirable habits and attitudes of our children. Therefore, we hope that you fully understand how much we appreciate your responding to our request by being present.

Our children must be encouraged to grow and develop in their use of the independent study skills. By using these skills daily, the habit of their effective use is formed. You can further help your child by insisting that he do home study in a quiet, well-lighted place each evening at the same time. A further reminder is that much time must be spent in reading, for it is the most important skill to be developed in the elementary school. Boys and girls need to do library reading. The home study periods provide excellent opportunities for it if other homework assignments have not been given.

We must continue to work hard together in an effort to provide the best education possible for our boys and girls. In this regard, we look forward to seeing you regularly, but we hasten to add that you will be called upon only when there is a matter of absolute necessity.

Very sincerely yours,

Samuel Shepard, Jr.
Assistant Superintendent

WAYS TO INVOLVE PARENTS (continued)

THE PARENT'S PLEDGE OF COOPERATION

I. I pledge that I will do my level best to help my child put forth his best effort to study and achieve in school.

1. I will make sure my child attends school everyday on time and with sufficient rest to be able to do a good job.
2. I will provide my child with a dictionary and, as far as I am able, a quiet, well-lighted place to study.
3. I will insist that my child spend some time studying at home each day.
4. I will visit my child's teacher at least once during each semester.
5. I will discuss my child's report card with him. I will compare my child's grade level with his level of achievement.
6. I will join the P.T.A. and attend meetings as often as I can.

II. I recognize the fact that skill in reading is the key to success in school achievement. Therefore:

1. I will provide my child with a library card and insist that he use it regularly.
2. I will give him suitable books frequently (birthdays, holidays, and other special occasions).
3. I will give him a subscription to one of the weekly school newspapers or magazines (My Weekly Reader, Junior Scholastics, etc.).

III. I pledge to do my best to impress upon my child the fact that success in school is his most important business.

APPENDIX S

BANNEKER DISTRICT - STUDY-IN PROGRAM

WE'VE BEEN SITTING-IN, STANDING-IN, LYING-IN, KNEELING-IN, AND EVEN PRAYING-IN!

WHY NOT NOW STUDY-IN?

What is the "Study-In" Movement?

The Banneker District Council of Parents Organizations has decided to take positive action to make sure that the children of the district will be well prepared to meet the competition and complexities of tomorrow's world! Four full weeks DEDICATED TO STUDY AND SELF-IMPROVEMENT HAVE BEEN SET ASIDE. These four weeks make up "Study-In Month." The following activities and emphases will highlight the month! It is suggested that, as nearly as possible, these study activities be conducted each evening between the hours of 7:00 and 8:00.

It is expected that pupils in grades 4 through 8 will participate in all of the activities outlined below. However, pupils in the primary school may be involved in some of these.

April 13-17, 1964. OUTSIDE READING WEEK

An extensive effort to discover the sheer joy of reading.

What You - The Parent - is expected to do this week.

a. See to it that your child reads something every evening between the hours of 7:00 to 8:30. Magazines, newspapers, library books, and the like.

b. Make every effort to see that some type of reading material is available at home.

What Your Child should do during this week.

a. Read! Read! Read!

April 20-24, 1964. RESEARCH WEEK

An effort to encourage children to discover more about a particular subject or personal interest, and thereby broaden and deepen their understanding of it.

BANNEKER DISTRICT - STUDY-IN PROGRAM (continued)

How You Can Help as a Parent during this week.

- a. Help the child select a topic or subject which he would like to learn more about.
- b. If you can, provide the materials your child will need to investigate his subject.
- c. If you cannot provide the necessary materials make sure that your child goes to the library.
- d. On Thursday of this week, let your child tell YOU what he has learned about his subject.

What Your Child should do this week.

- a. Choose a subject which he would like to know more about.
- b. Decide how and where he can find information on his topic. Locate and use these sources of information.
- c. Make an oral report to you--his parent--on Thursday of this week.
- d. Make a report to his class the next day, Friday, at school.

April 27-May 1, 1964. CONVERSATION WEEK

A period devoted to talking within the family group about topics and events of daily importance in an effort to improve skills in oral communication.

What You - The Parent - will do this week.

- a. See that the members of the family are together for a period of talks and family discussions between the hours of 7:00 and 8:30.
- b. Bring up topics that will interest and encourage the whole family to talk.
- c. Sit down and talk as well as listen to your children.

What Your Child should do this week.

a. Think of interesting topics for family discussion.

b. Keep himself informed by listening to newscasts, reading newspapers, and the like.

c. Make an honest effort to participate in family discussions.

d. Strive to converse in such a way that he will be clearly understood:

.. speak distinctly and slowly enough to be understood.
.. think about what he is going to say.

May 4-8, 1964. ORAL RECITATION WEEK

A week during which pupils will demonstrate their oral skills by reciting poems, addresses, and other prose selections and by discussing various completed assignments.

What You - The Parent - will do this week.

a. Help your child choose a poem or memory gem to be recited at the end of this week.

b. See to it that your child practices daily his selection--preferably between 7:00 and 8:30.

c. Listen to your child give practice recitations and give suggestions for improvement.

What Your Child should do this week.

a. Choose a poem or memory gem to be recited at the end of the week.

b. Practice daily his selection--preferably between 7:00 and 8:30.

c. Practice reciting his selection before his parents and listening to their suggestions for improvement.

d. Recite his selection to class on Friday.

APPENDIX T

THE SCHOOL-COMMUNITY RELATIONSHIP IN BIG CITIES

Samuel Shepard, Jr.

Introduction

Bigness in any aspect of human endeavor, is at once a blessing and a curse. It brings into the lives of men many advantages that otherwise would not be available, nor, indeed, even imaginable. At the same time, this bigness creates a multitude of problems that under ordinary circumstances would not exist. It seems hardly necessary to call to mind, as an illustration, that without bigness in industry, there would be no assembly line from which come artifacts--both large and small, simple and complex--all of which make the American way of life a fantastic miracle hardly to be believed by people from other lands even when their eyes behold its products. For example, a dweller in the rain-soaked jungles and dry plateaus of Africa, although he sees it vicariously (yet realistically) portrayed in motion pictures, often refuses to accept the reality of New York City--its towering skyscrapers, its roaring subways, broad avenues, and its sheer expanse!

These examples offer but a hint of the bounty that flows from bigness. Yet, as we have pointed out earlier, there is another side to the coin of bigness--the seamy side which causes the individual to sink somehow into anonymity and become just a number, a mere statistic among millions. And worse, still, bigness seems to encourage an attitude of indifference to others almost to the point of callousness. Thus, we have seen passersby in large urban areas unhesitatingly walking or driving around a dying man stricken with a heart attack at the wheel of his automobile. We have read with horror and amazement of neighbors who heard the piercing screams of a murder victim, and yet with a clear conscience were able to merely glance out of their windows and shrug their shoulders. Not only does bigness spawn indifference and callousness to the needs and sufferings of others, but it also creates anxieties, fears, and frustrations all of which are somehow to grow out of the fast and almost furtive pace of modern living--a pace that makes people forget that they are people--individuals--who are worth infinitely more than the biggest of systems and the most efficient of organizations! Bigness also often creates pockets of people who, for some reason or other, failed to keep up with the fast stream of life and have eddied to the side or into enclaves of isolation. In a word, bigness, in spite of all of the technical and even scientific advantages it makes possible, tends to swell the ranks of the poverty-stricken, the downtrodden, and the disadvantaged!

Thus, it is increasingly clear that the large urban centers of this nation, whose terminus in growth appears to be nowhere in sight, are becoming the very model of bigness in America, bringing with them both hitherto undreamed of possibilities for the uplifting of the human condition and equally unimagined possibilities for human misery and degradation. Moreover, each of the major institutions in these urban centers involves the same odd paradox.

The Need for Face-to-Face Relations Involving the School and Parents

The school, as one such institution, has not escaped the dilemma. It, too, is now big business, serving, in some cities, thousands, even a million children, and spending upwards of a billion dollars a year! As is the case of all big businesses, the school has become a big impersonal machine with a hierarchy of officials who, to many citizens are either unapproachable, or unknowable. More often than not, the principal and teachers who staff a neighborhood school are NOT themselves a part of that community. The result has been and continues to be a lack of communication between parents and school people, and in increasing amounts, distrust, if not downright dislike on the part of both parents and teachers for each other.

Obviously a state of affairs such as this in interpersonal relations cannot be expected to promote either interest in or cooperation with the school--two conditions that are the minimum essentials for success in solving the growing problems of the big cities and of urban education. The raison d'etre for good school-community relations is to insure a wholesome teaching-learning situation for children. We know all too well the attitude of parents toward education in general, and the local school, in particular, is crucial in determining the attitudes that children bring to the school. The need is abundantly clear for better school-community relations between school people and the parents living within the school community. Unfortunately, while the need is obvious, the means to meeting it are not so clearly in sight or, easy to set in motion.

It would seem, though, that there are some rather simple guidelines which might help us reach the desired result. We in the Banneker District in St. Louis believe we have found at least the rudiments of these principles. We have found that our entree into the confidence and ultimately into the wholehearted acceptance of our parents is simply an honest, frank appeal to them to join us in an endeavor dedicated solely to the important objective of helping their children find, prepare for, and live the good life--a life which they, the parents, very often do not presently have, never have had, and have very little likelihood of ever enjoying. We accept the responsibility of convincing parents that we are honestly interested in them and the welfare of their children. That means we do more than give lip-service to our invitation to them to be partners.

We make a real effort to convince our teachers that beneath the dirt, bad language, tardiness, and even recalcitrance on the part of any one of their pupils is the unique and infinitely precious human being whose inherent dignity renders him worthy of our most sincere respect and efforts to bring his potentialities to the fullest possible development. An attitude such as this is a long step toward establishing that one-to-one relationship I have just identified as the crying need in today's urban schools. Next, we visit our parents frequently; we invite them to plan with us and to help us educate their children. In every way, we endeavor to prove in concrete terms our firm belief in their and their children's worth! In short, we welcome them as members of our team! And we're getting some results. Parents who heretofore were reluctant to take part in school planning and activities, are now assuming positions of real leadership, making valuable suggestions, initiating programs, and playing a true partner's role in this complex business of educating their children!

Yes, the antedote for bigness and the evils of impersonality and isolation that almost inevitably spring from it can, indeed, be counteracted by a deliberate effort on the part of school people to break down the communications barrier erected by mutual distrust and suspicion. This break-through can be affected by seeking and strengthening face-to-face relationships with parents and school people. Such relationships will offer to parents roles other than those of passive recipients of school-decided plans and programs. Are there any unsurmountable obstacles to this break-through? I would answer unhesitantly, "no"! But, there are difficulties, to be sure. Among these difficulties are the stereotyped notions, images, if you will, that school people, on the one hand, often have of disadvantaged parents and that such parents, on the other hand, frequently have of the school and its practices. Let us, for a moment, consider briefly a few of these obstacles: (1) the School Report Card and the problems it creates; (2) the many and sundry attitudes that both teachers and parents often have, and (3) the various images that parents themselves have of school people.

The Report Card

Neither time nor the purposes of this meeting will permit a lengthy discussion of the merits and demerits of the school report card. It is, however, sufficient to review it as a force in school-community relationships.

The report card, whatever the desirable reasons which it is intended to serve, is a rather cold and indifferent mode of communication. It does not, indeed, it cannot be a face-to-face dialogue between parent and teacher. It is not even a satisfactory monologue because often it consists of little cubicles to be filled in with symbols such as E, for Excellent, G, for Good, and so forth. More often than not, the card cannot explain adequately all of the conditions of the child's reaction to the school situation. Much confusion and misunderstanding between the home and school stems from this fact. Frequently, on the back of each card are a few lines for parents to write their comments--presumably, a promise to cooperate more with the school by seeing to it that little Johnny comes more on time during the next marking period and that he talks less in class. Generally, the parent signs the card and writes the statement, but under protest and with misgivings. Obviously regardless of the advantages and disadvantages of the report card, it just simply cannot foster the kind of inter-communication and, more importantly, the interpersonal relations that are the foundation for trust, confidence, understanding and cooperation so greatly needed if the school and the parents in the community are to improve their relationships.

No, I am not advocating the discontinuance of report cards. I only want to point out that this instrument cannot count among the many good things it does that of promoting and cementing good school-community mutual understanding, trust, and cooperation.

School and Parental Attitudes

We all are well acquainted with the many kinds and shades of attitudes which school people and parents have toward each other. Sociologists have forcefully called our attention to the parent whose least concern or worry is what takes place at school as long as it keeps Johnny off the street and out of her hair during the day. We know, too, of the frequency of not only parental indifference, but also downright parental hostility toward the school--a hostility which manifests itself in subtle and, sometimes not too subtle ways to the child. We have read about and perhaps even experienced the frustration that comes in trying to deal with parental indifference, fear, insecurity, and hostility! We know, too, in perhaps a vague and coolly professional way that there are reasons for these parental attitudes. Similarly, but perhaps more subjectively, we know of teacher notions about parents--especially lower class parents. We have seen, or have been perhaps perpetrators ourselves of many examples of downright condescending speech and ways on the part of teachers and principals in their reactions to non-middle class parents.

In short, we all know the prevailing pattern of attitudes in many of our urban home and school relationships--parents convinced that teachers are looking down their noses at them, and teachers just as sure that parents are obstinate, uncooperative, if not actually rude and uncouth!

Obviously, to the degree that attitudes on both sides are such as those identified above, they cannot possibly lead to better face-to-face dialogues and ultimately to improved school and community relationships. Of course, it is quite easy to point out that these attitudes must change and be made more realistic. But, it is quite another thing to point out specific ways in which this desired end can be attained. I believe, however, that we in the Banneker District have again found a basic principle whose implementation will achieve the desired end. We have found that nothing makes one change his fixed notions about another person as readily as through personal contacts and actual experience in working with that person on some project or problem. The general answer, then, to the problem of parent-teacher-principal attitudes seems to be the following general rule:

> Get them involved together as partners working toward the solution of some common problem or the attainment of some common goal.

Surely, there must be countless areas and ways in which school administrators and teachers can get parents in on the planning and carrying out of worthwhile school-connected or related projects. We have introduced many activities and programs in our district that have been extremely valuable in establishing good rapport with parents. The time limit on this paper permits only a partial listing of projects:

1. Workshop for parents (small-group discussion on topics of interest selected by parents).
2. Parents serving as "homework managers".
3. Parent participation in "Operation Dine-Out". (a program for seventh-grade pupils)
4. Parental evaluation of a variety of special programs such as "Operation Dine-Out".
5. Banneker District Council of Parents Organizations.

6. "Study-In Month" sponsored by parents under leadership of the District Council.
7. Skits and playlets presented by parents to parent audiences.
8. Parent participation on Mr. Achiever radio program.

The School Image

Not the least detracting from good school-community relationships are the various images created intentionally or inadvertently by school people. And, oddly enough, all of the school personnel contribute toward this image--from the school custodian to the school principal. What, in general, is this image?

Actually, the school is seen in many different lights, depending largely on the cultural group viewing it. To middle class America, this institution is a welcomed and almost revered part of the community. Its goals are, to all practical purposes, identical with those of the people it serves; its language, aspirations, values, and attitudes are likewise the same. It follows, therefore, that school people, who lend personality and vitality to this social agency, are generally respected and, to a large extent, esteemed by the middle class as living embodiments of much of the middle class ideal. However, to an increasing number of in-migrants to the nation's urban center, and to low income people, the school looms large as a forbidding abstraction, impersonal, if not actually indifferent to the points of view, ways of life, needs, and problems of the people whose children it teaches. Indeed, for many of these disadvantaged persons and their children, the school is seen as one with hated, feared and more often disrespected authority--an alien force, not to be trusted or cooperated with! Unhappily, many school people, in their dealings with parents and pupils constituting this sub-cultural group, have, perhaps inadvertently, perhaps deliberately, reinforced this negative image! They have done so primarily through condescension both in their speech and in their interpersonal relationships with the recent in-migrant. The result, of course, is an image which, like so many others, is part real and part fictitious, yet effectively blocking communication between the school and many of the pupils and their parents.

It would appear that the guidelines for removing this serious barrier to good school-community relationships is the age old dictum that "respect begets respect." Teachers, principals, supervisors, specialists and guidance workers, everyone connected with the school in an official capacity--must come to see and appreciate the universal inherent dignity of all human beings, regardless of the accidents of their birth, color, or economic status. Mere lip-service recognition of this dignity and artificial, condescending interpersonal actions designed to create a belief that one does respect all men, will not suffice for the simple reason that such attitudes and behaviors will not be believed. It is, I am convinced, this basic attitude of condescension on the part of school people which blocks communication because it precludes mutual trust and confidence, and cooperative efforts on the part of many members of the disadvantaged community.

The focus in this discussion has been on the interpersonal relations between school personnel and parents of the children of the local school community. It should not be inferred that there are not other important school-community relationships. There are--the Banneker District has developed a friendly and good working relationship with practically all of the community agencies within the district. The Banneker District Council of Ministers is further evidence of our efforts to enlist the full support of all individuals and groups in our community.

Potential School-Community Problems

The kind of problems which might arise between a school and its community are, it would seem, directly proportional to the sub-cultural status of the community being served. These problems have their roots, as we have attempted to point out, in a basic disorientation of the parents of such a community toward the school and toward the middle class values, aspirations, and behavior patterns it represents and strives to achieve. Among the more serious problems are those of indifferent and even hostile parents who, because of this indifference and hostility, not only will not assist the school in its efforts to motivate their children, but also will tend to withhold support from the school in efforts of the latter to meet the increasing costs of providing high quality educative experience situations for their children. Related to this problem is the dwindling tax base which results from replacement by low income groups of the more affluent and school-oriented middle class which is moving as fast as it can and in increasing numbers to the suburban regions of the big cities.

An influx, then, of children whose cultural and interpersonal environments during their formative years is presenting the school with yet another function to be added to an already over-taxed budget and professionally-extended personnel--that of promoting, through co-curricular provisions, pupil readiness for school experiences!

Most reliable figures predict that the pupil population within five years will be made up of 50% culturally disadvantaged learners. This prediction augurs ill in terms of the many different kinds and great abundance of problems which the school of tomorrow will face in its efforts to work with and for the community it serves.

Conclusions

The picture is foreboding--admittedly so, but the guidelines for making it brighter are clear. Although the problem is clear, the solution difficult, the means to its solution are reassuring. The question is will we take up the challenge and work toward its solution? If we school people accept this challenge, let us not fail to accept also the guidelines to success in it which I repeat might be summed up in these words--respect and cooperation with those whom we serve are the keys to good school-community relations!

APPENDIX U

TEAM REPORT: WAYS TO REACH A RELUCTANT CHILD

The Jones family, Negroes with four school-age children, from Chehaw, Alabama, enters your school where the student body is predominantly white. The staff is all white. The pupils are assigned to classes. Three of the family members show signs early of a good school adjustment. One sibling shows withdrawal tendencies--comes to school but hides around in the building and does not attend classes.

When confronted, states flatly: "I don't want to go in that teacher's room." WHAT DOES THE SCHOOL SAY? WHAT DOES THE SCHOOL DO?

The principal would want to take the seven-year old, second-grade boy named William, into her office and talk with him. To draw him out, she might want to help him relax by having him draw a picture, play with a toy, feed the goldfish, help her straighten up some books on the shelf, or help her perform some other chore.

Eventually, she will want to ask him about his feelings about his new home, new school, new room at school. Has he found any friends? Has his teacher Mrs. Smith been able to help him? It is important to get him to talk about his feelings about his room and his teacher whom he obviously does not want to join.

The principal will be trying to find out if:

1. Has an incident occurred in the room that has made him unhappy?
2. Has the teacher not accepted him?
3. Is he afraid of his new white teacher?
4. Has the teacher helped other children to accept him?
5. Have the children been giving him a rough time as part of his initiation to the community and the school?
6. Is he placed too high academically? Perhaps the principal will want to let him read to her from a basal reader. If he is struggling at the level at which he has been placed, she might try reading at lower levels until she finds a comfortable reading level.
7. Can something be happening in the home that is causing his

withdrawal tendencies at school? Maybe his father hasn't been able to find a job. Perhaps his parents have been fighting. Maybe the father has left the home or threatened to do so. William may have come from an extended family in Alabama and is overwhelmed with a sense of loneliness and insecurity in a new northern city.

If the child will talk with the principal, she will try to find out as much as she possibly can about his reluctance to go in Mrs. Smith's room.

If he refuses to relate to her, she may want to call one of his older siblings, who seems to be adjusting well to school, to come to her office and talk with her about William.

If he still refuses to go to his classroom, she may have to call his parents and suggest that they take him home and bring him back the next day. While the parents are at school, she will talk with them about what William says to them about school. Why do they think he is unhappy? Did he like school in Alabama? Did he do well in school?

While the parents are visiting, the principal will want to explain some of the school's programs. She will invite them to the next P.T.A. meeting and to an assembly program in the near future. She will try to welcome them and make them feel part of the school family. She may be able to point out some community services or community programs that the family will be interested in.

Should the parents not be at home when she calls, she may have to resort to keeping William in her own office for the rest of the day. She can send for his books and give him a place to work in her office at a small table.

In the event that she does have to call the parents, she would arrange a personal conference with the teacher before they come. The principal will be trying to find out:

1. If the teacher knows of any occurrence that may have upset William?
2. She will be trying to read and interpret the teacher's feelings toward the child.
3. Has a special effort been made to make him feel welcome?
4. Does the teacher think he is placed at too high an academic level?
5. What suggestions does the teacher have for getting him involved in the room?
6. How can she get the children in her room interested in William and get them to help her plan ways to make William a happy and a good worker in the room?

Some suggestions from the principal might include:

1. Assigning a host and hostess to welcome all the children to the room and explain routines.

2. Assign a buddy or room pal to a new comer. Such pal would stick to the newcomer for a week or so, helping him learn the ropes and become acquainted with the building, playground, and procedures in the school.

3. Put the new child on a committee to share responsibility for some project or job in the room. Get him involved as quickly as possible.

4. Let the child take home a library book to share with his family.

5. Include more physical involvement in projects, making sure the children are not required to sit too long just reading, reciting, and writing.

6. Read aloud _A New Boy in School_ by May Justus; or _The New Boy_ by Jerold Beim.

7. Read an open-ended story about moving to a new place and try role-playing to have the children try different alternatives to attitudes on the part of child who has moved and the children who are accepting the new child.

Depending on the attitude and feelings of the teacher, it may be necessary to place William with another teacher. If his problem is an outgrowth of conditions at home, or the insecurity brought on by the move, a move to another room would not be the answer.

If the problem seems to stem from the home, the visiting teacher may be able to help the family. She may be able to refer them to agencies that can help with their particular needs.

If after all resources have been exhausted, and if William's withdrawal tendencies are severe, he may need more professional help than the school can give. The school may have to try to help William get psychiatric care.

APPENDIX V

STEPS IN GROUPING FOR CLASSROOM INSTRUCTION - READING: GRADES 4 TO 8

Banneker Reading Clinic

Normal achievement in reading for grades 4 to 8 is the completion of at least one basal text at each grade level. Many children fall short of this goal; hence, it is necessary as well as practical to divide reading classes into homogeneous groups to take care of individual differences in each classroom.

1. Test scores used for this purpose must be current and from the same standardized test.

2. Arrange scores for the class in descending order, from highest to lowest, on the basis of the average or composite score. Place vocabulary and comprehension scores on the sheet as well as the average or composite score. (Note: The speed score should not be included in the average or composite score.)

3. Divide the class into two or three basal reading groups.

    a. Two or three groups are desirable; more than three are impractical.

    b. Generally, all pupils having total scores (composite scores) within five months (.5) of a given grade level will be assigned a basal reader at that level.

    Example:

Total Scores	Assignments	
3.5 to 4.4	Grade 4	"High Roads"
4.5 to 5.4	Grade 5	"Skylines"
5.5 to 6.4	Grade 6	"Bright Peaks"
6.5 to 7.4	Grade 7	"Parades and More Parades"
7.5 to 8.4	Grade 8	"Panoramas and More Panoramas"

    c. It is wise to take a look at the comprehension score also before making an assignment.

    Example:

	Vocabulary	Comprehension	Total
Pupil A	4.2	6.4	5.3
Pupil B	6.6	3.9	5.3

    Although both pupils would normally be assigned the fifth-grade basal on the basis of their total scores, the low comprehension score of Pupil B (along with the teacher's knowledge of how well this pupil comprehends in other subject areas) might cause him to be assigned to the next lowest reader--fourth-grade level.

    d. Do not assign to a pupil a basal reader that is above his actual grade placement.

Example:

	Total Score	Grade Placement
Pupil A	6.7	6L
Pupil B	6.8	5H

Pupil A is assigned a sixth-grade basal reader, while Pupil B is assigned a fifth-grade basal reader.

4. In some instances, the teacher will have to use her judgment in placing pupils in groups. Where her knowledge of the child's ability and his general achievement in other areas is not consistent with his reading score, she may move him up or back.

   Sometimes a pupil's poor work habits, or the teacher's realization that a pupil has either reached his maximum and/or is not equipped to take the rapid pace of one group may cause a pupil to be placed in a lower group.

5. Group class for independent workbook materials.

   Note: Independent workbook materials by no means take the place of the regular basal reader. They are used in addition to the regular Practice Workbook for the basal to supply worthwhile independent seatwork for each group while the teacher teaches one basal reader group.

   These supplementary materials are to be used independent of the teacher after the initial introduction. For this reason, those materials will be given to the pupils from one-half to a year below their achievement level according to standardized tests.

   a. Pupils should score in the upper-half of a grade in order to work independently at that grade level.

   Example:

	Total Score	Independent Workbook
Pupil A	6.7	Grade 6
Pupil B	6.4	Grade 5
Pupil C	5.9	Grade 5
Pupil D	5.1	Grade 4

   b. Grade placement does not control these assignments as does the basal reader. Actually, it is through the supplementary materials that your best pupils may be challenged.

   c. Materials may be changed if found to be too difficult, regardless of the pupils' test scores. However, when working with a class for the first time, it is better to use material that is too easy, and then move pupils up as they show they are not being challenged rather than vice versa.

APPENDIX W

AREAS AND TIME ALLOTMENT FOR UNGRADED PRIMARY AND GRADES 4-8 BASED ON 1,800 MINUTES PER WEEK

Banneker District

This schedule is not to be interpreted to mean a minute daily allotment of time. IT IS TO BE USED IN A FLEXIBLE MANNER IN ORDER TO PROVIDE FOR THE CORRELATION AND INTEGRATION OF THE VARIOUS AREAS OF LEARNING. By combining certain of these areas a better and more economical use of time will be attained. It is expected, however, that time given to these areas during the week will approximate that of the schedule.

	Ungraded Primary	Grades 4-5-6	Grade 7	Grade 8
Fine Arts	(190)	(190)	(180)	(180)
Music	100	100	90	90
Art	90	90	90	90
Language Arts	(875)	(650)	(630)	(520)
Reading	525	250	250	180
Language	200	250	250	235
Spelling	75	75	75	75
Writing	75	75	55	30
Mathematics	(180)	(230)	(240)	(240)
Physical Well-Being				
Physical Education	100	90	90	90
Health and Safety	30	45	45	45
Rest	25	-	-	-
Recess	125	125	125	125
Practical Arts	-	-	-	(110)
Science	(50)	(90)	(90)	(90)
Social Studies	(75)	(280)	(300)	(300)
History	-	-	300	300
Geography	-	280	-	-
Organization	(150)	(100)	(100)	(100)
	1,800	1,800	1,800	1,800

APPENDIX X

DISCIPLINE AND CLASSROOM ROUTINE
Banneker District

Good classroom discipline usually is the result of a good program of instruction. This implies adjustment of instruction to the pupil's educational needs, to his interests, and to his ability. This, likewise, involves classroom planning, good classroom organization and the establishment of adequate routines. Despite the best efforts of a teacher who generally follows the above techniques, there are sometimes individual pupils and groups of pupils who may deviate from the usual socially acceptable pattern of classroom behavior. The approach to such cases may take two courses. A teacher may anticipate certain patterns of disorder and take preventive steps; or certain corrective techniques of treatment may be used to rehabilitate the offender. The following suggestions of the two types are offered:

Preventive

1. Learn the names of pupils quickly.
2. Base classroom control on "do."
3. Be business-like, but friendly. Avoid becoming too familiar.
4. Be consistent. Actions should be in keeping with one's directions.
5. Be fair.
6. Find some good in every child.
7. Be firmer the first weeks than you hope to be later.
8. Establish classroom routines.
9. Follow a program schedule as nearly as possible.
10. Set a pattern of punctuality.
11. Strive for a high degree of participation by all pupils.
12. Work toward the development of social consciousness in your pupils. Noise, discourtesy, and confusion are undesirable.
13. Learn to know your pupils
14. Be understanding of their backgrounds, interests, talents, and needs.
15. Call upon pupils whose attention is wavering.
16. Stop the little things and avoid making an issue of some trivial matter.
17. Anticipate behavior problems which may arise and take steps to prevent them by (a) changing the situation; or (b) forewarning the pupils.
18. Be optimistic.

Corrective

1. When a pupil interferes with the work in the classroom, correction should be made calmly and positively.
2. The magnitude and seriousness of the offense, the circumstances under which it occurred, as well as the personality of the offender are factors in determining corrective measures.
3. It may sometimes be advisable to isolate the offender until corrective measures may be applied.
4. It is often wise for the teacher "to cool off" before talking with the offender.
5. Avoid forcing apologies.
6. Most offenses should be handled by the classroom teacher. Sometimes it is necessary to secure help from the principal.

Instructional practices set the stage for the development of acceptable classroom behavior. These include the following:

1. Prepare lessons and materials well in advance of their use.
2. Secure every pupil's attention before starting a lesson.
3. Encourage class discussion when possible rather than allowing yourself to monopolize the lesson.
4. Correct class errors for the entire group.
5. Avoid taking the time of an entire group to correct one pupil's errors.
6. Refrain from too frequently repeating a child's answer.
7. Develop the technique of good questioning.
8. Speak in a clear, positive manner. Speak neither too loudly, too slowly, nor too rapidly.
9. Keep to the subject.
10. Stimulate vital class discussions.

Classroom Routine

A. Regulation of room lighting and ventilation

1. Adjustment of shades
2. Judicious use of artificial lights
3. Adjustment of room ventilation

B. Room Housekeeping

1. Teacher's desk
2. Children's desk (top and inside)
3. Floor (free from litter)
4. Appearance of bookcases, wall maps, storage cases, etc.
5. Room displays
6. Use of chalkboards

C. Direction of Pupils

1. Movement of pupils to and from classroom, and within classroom
2. Seating arrangement of pupils to care for needs of the group and of individuals
3. Work program of pupils
    a. Beginning activities on time
    b. Providing continuous activity
    c. Keeping each pupil participating
    d. Ending activities on time
4. Use of materials and supplies
    a. Distributing materials and supplies
    b. Directing use of materials (heading, folding, arrangement of papers, etc.)
    c. Collecting materials
    d. Storing materials

D. Keeping records

1. Keeping attendance
2. Keeping levels sheets and other pupils records

APPENDIX Y

SUGGESTIONS FOR TEACHING LANGUAGE AND READING - GRADES 4-8
Banneker District

A. LANGUAGE

1. Overview

It has been said many times that "language is the basis of all knowledge and all human relationships." When one hears, therefore, that language development is at the very heart of the elementary school program, one understands at once why it must be so--the implications of such development are all too clear, not only for the study of other curricular areas, but also for participation in the wider spheres of human endeavors.

Necessarily, language permeates every lesson. Because of the far-reaching implications which language development has for the school, it may be helpful to remind teachers of the several functions which language serves. First, language is the chief means through which communication takes place. This, of course, is the principal function of language; this function will be the chief focus of language instruction in the classroom. Second, a growing recognition by educators is that of the intimate interrelationship of language and thinking. Still, a third function of language is to be found in the fact that language should provide for aesthetic development—the discovery of beauty in ideas. No matter how one isolates the functions served by language, the over-riding considerations in language development must be clarity, precision, and good style. In the development of oral and written language, the skills of listening and depth-thinking must not be minimized.

2. Materials

a. Course of Study: A Curriculum Guide for the Levels in English: Kg.-Grade 12. 1962.

b. Textbooks for pupils and teachers.

c. Progress Forms: S10 Levels Sheets.

d. Levels Tests and Revised Teacher's Manual for Tests to Accompany Levels in English: Grades 4-8. 1963.

e. Standardized Language Tests.

f. Audio-Visual Aids: Various films and film strips (See Audio-Visual Catalog and Course of Study,[a[illegible] above).

g. Composition Folders.

3. Groupings and Programming

Many of the language skills and understandings can be presented to an entire class at one time. However, the grouping of some pupils for the teaching of certain language skills is considered not only desirable, but necessary. The levels sheets pinpoint and suggest areas where grouping can be done advantageously. Scores obtained from a standardized test often suggest, on the other hand, a general level of language command by pupils.

If it can be said that proper programming of the various instructional areas is important, it must be said that such programming of language is urgent. Therefore, teachers are encouraged to follow the suggestion given in the Curriculum Guide for the Levels in English that perhaps three days a week be spent on the textbook material assigned for the grade and two days a week in concentrated small-group remedial work with pupils below average in achievement. When remedial work is planned for the below average achievers, the teacher should make every effort toward planning and structuring truly enriching opportunities for the pupils of "average" and "better than average" achievement.

4. Correlation

Inasmuch as every lesson involves language, language development should be a part of every learning activity. Composition requirements, for example, can sometimes be filled by correlating other subjects with language.

5. Evaluation

In language development, as in other areas of human endeavor, the most efficient results are obtained: (a) when the pupil has clearly defined goals toward which to work, and (b) when the teacher has dependable instruments and techniques for determining areas of weakness and progress of the pupil. Evaluation, therefore, must be consistent, continuous, and systematic. To help the classroom teacher in this all-important area, a number of tests and techniques are suggested:

- a. Standardized Tests
- b. English Levels Tests
- c. Teacher-made Tests
- d. Daily Observation
  - (1) Speech Patterns
  - (2) Written Work

6. Tips for Teaching

a. Make children aware of superior language models and correct forms of expressing ideas accurately and clearly. The teacher should exemplify such a model. In addition, various classroom displays (charts, posters, bulletin boards, etc.) will help reinforce instruction and serve to remind pupils of desirable models and correct forms in the area of language.

b. Develop techniques for correcting pupils which will not hamper their freedom of expression. Such freedom of self-expression in both oral and written language is imperative for it leads to self-confidence in all language situations.

c. Assist pupils in forming a basis of language development by making them feel that their own ideas are worthy of expression and that their language is a vehicle for communication.

d. Stimulate and strengthen children's oral expression through paintings, drawings, and other graphic symbols.

e. Use pupils' own thoughts as a basis for the development of instructional materials in language. Utilization of the pupils' own language often results in a high degree of independence in speaking and writing.

f. Encourage pupils to speak correctly; i.e., to pronounce and enunciate words correctly, to speak with proper inflections of voice, and to speak with proper cadence and other desirable characteristics of speech.

g. Provide numerous activities, experiences, and devices for the interaction of children such as book-making, reading to children, story-telling, sharing, dictating, listening to recordings of selected speech, speeches, and songs, etc. Such activities help build self-confidence in expanding ideas and in refining language skills.

While flexibility in teaching is to be encouraged, teachers are reminded that *A Curriculum Guide for the Levels in English* and the various textbooks in the Language Arts area are closely correlated and provide basic objectives and desired sequence. Therefore, *the Guide and the respective textbooks should be closely observed in structuring and organizing learning experiences*.

B. READING

The subject of reading in the St. Louis public schools is taught primarily through the use of the basal reading series. Therefore, each teacher is expected to follow closely the teacher's guides of the basal readers for his room. However, the following considerations should be taken into account in setting up a reading program.

1. *The Basal Program*

Although there are two basal series currently in use, Houghton Mifflin in the middle grades, and Scott Foresman in the upper grades, the programs are basically the same.

Step 1. Suggestions are given for motivation, introducing the story, and vocabulary building.
Step 2. Directions for silent reading and suggestions for oral discussion of the selection read.
Step 3. Directions for the teaching of specific reading skills.
Step 4. Directions for using the workbook that accompanies each basal reader.

Every lesson in the basal will not contain all four steps. However, it is essential that those steps included be thoroughly taught.

2. Grouping

All children in a grade may not be reading at the same level. Therefore, provision must be made for individual reading abilities by grouping the class on the basis of performance. This indicated performance is obtained from the average Iowa Basic Skills Reading Achievement Test scores as recorded on the English Levels Record Sheet (S-10). By arranging these scores in descending order it is easy to place children in groups for reading.

Usually a room will divide into three groups. If a group is at or above level use the basal assigned to the grade. If a group is below grade level use the basal for the indicated grade or supplementary books provided for this purpose. Further adjustments within each basal group can be provided by the use of other supplementary reading material.

It is sometimes possible for a room to divide into only two groups. Again, the basal selected should be determined by the reading level of each group with the upper limit set by grade placement.

This placement in a group is not static. A teacher may move a child from group to group if a pupil's work indicates such a change is necessary.

3. Reading Program

The total reading program includes basal reading instruction adjusted to the level of each group, the use of workbooks, independent reading materials, literature books, and library books. In order to provide for all aspects of reading, within the time allotted for this subject, a reading schedule is essential.

Your supervisor will assist you in setting up your reading schedule similar to the attached suggested program.

4. Literature Program

The twofold purpose of the literature program is to acquaint children with a high quality of literature and to help them enjoy reading it. Suggested selections and characteristics of the various types of literature are listed in the Levels in English, Kindergarten-Grade 12. 1962, for each grade level.

There is no set policy for the frequency of use of the literature book. However, it is suggested that it be used on a once a week basis or at least once every two weeks.

The practice of grouping for the literature lesson is not usually followed as it is in the basal reading program. Instead, use the literature book corresponding to the basal text used by the largest number of children in the room.

5. "Read to Books"

There are many literary selections with which children should form an acquaintanceship, but some selections are too difficult for the pupil to read for himself. For this purpose, books are provided in grades 4, 5 and 6 for the teacher to read to the class. Usually these books are kept in the Principal's office. A list of the books provided for this purpose is found in the Levels in English, Kindergarten-Grade 12. 1962.

6. Required Reading

Every pupil in grades 4 through 8 is required to read a minimum of ten library books per school year. The level of the library books to be read is determined by the reading level at which the pupil is working.

Of the ten books to be read, five are required reading and are provided in sets of five books for each title for each classroom. The remaining titles are to be selected from the individual coded lists which are provided for each pupil according to his reading level.

7. Reading Clinic

There may be some children in your room whose reading retardation is so severe or so complex that you will be unable to help them. For this type of child, provided his I.Q. is 79 or above, help may be obtained from the St. Louis Public School Reading Clinics. If you have such a pupil in your classroom, inform your principal giving the necessary information of age, I.Q., achievement test scores in reading, and grade level, so that he may make the referral to the Reading Clinic serving your school.

8 Summary

Reading is a basic tool of the total curriculum. Therefore, in addition to teaching reading as a separate subject, you will be using reading functionally throughout the day as it correlates with spelling, pertains to science and social studies, and as a springboard to composition writing. If help is needed, your supervisor is willing to assist you in any way possible.

A SUGGESTED READING PROGRAM
TIME ALLOTTED - 250 MINUTES A WEEK

Banneker District

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Basal	High Roads Workbook	Sky Lines Workbook	Bright Peaks Workbook	Parades Workbook More Parades Workbook	Panoramas Workbook More Panoramas Workbook
Supplementary Books	Paths to Follow Fun and Fancy	Frontiers to Explore Down Story Roads	Widening Horizons Along Story Trails	Prose & Poetry Journeys Excursions in Fact & Fancy	Prose & Poetry Adventures Your World in Prose & Verse
Literature	Magic Carpet	Enchanted Isles	Adventure Lands	Worlds of Adventure	Worlds of People

FIRST WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
GROUP A	Basal Lesson	Basal Lesson	Basal Workbook	Reading for Meaning	Literature
GROUP B	Practice Reader	Supplementary Reader	Basal Lesson	Basal Lesson	or
GROUP C	Basal Workbook	Reading for Meaning	Practice Reader	Supplementary Reader	Library Period

SECOND WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
GROUP A	Practice Reader	Supplementary Reader	Basal Lesson	Basal Lesson	Literature
GROUP B	Basal Workbook	Reading for Meaning	Practice Reader	Supplementary Reader	or
GROUP C	Basal Lesson	Basal Lesson	Basal Workbook	Reading for Meaning	Library Period

THIRD WEEK	Monday	Tuesday	Wednesday	Thursday	Friday
GROUP A	Basal Workbook	Reading for Meaning	Practice Reader	Supplementary Reader	Literature
GROUP B	Basal Lesson	Basal Lesson	Basal Workbook	Reading for Meaning	or
GROUP C	Practice Reader	Supplementary Reader	Basal Lesson	Basal Lesson	Library Period

BANNEKER READING CENTER MATERIALS

Reader's Digest

Reader's Digest Reading Skill Builders

Book 2, Parts 1, 2 and 3
Book 3, Parts 1, 2 and 3
Book 4, Parts 1, 2 and 3
Book 5, Parts 1, 2 and 3
Book 6, Parts 1, 2 and 3

Advanced Reading Skill Builders

Books 1, 2, 3 and 4

Separate Teacher's Edition for each of the above.

McGraw Hill Publishing Co. (Webster)

Sound Charts - Dr. Kottmeyer
The Magic World of Dr. Spello, and
  Teacher's Edition
Conquests in Reading, and
  Teacher's Edition
Eye and Ear Fun
  Books 2, 3 and 4
Practice Reader
  Books A,B,C,D,E,F (answer keys)

American Book Company

Word Quiz and Answer Key

Garrard Press - Dolch Materials

Group Size Popper Cards-Box 1 and Box 2
Syllable Game
Group Sounding Game
Read and Say Verb Game
Basic Sight Vocabulary Cards

J. B. Lippincott Company

Reading for Meaning

Books 4, 5, 6, 7 and 8 (answer keys)

C. S. Hammond and Company

Words are Important

Junior Book and Answer Key

Teachers College, Columbia University

McCall Crabbs Standard Test Lessons

Books A, B, C, D, and E

Barnell Loft, Ltd.

Using the Contest

Books C, D, E, F and Answer Keys

Holt, Rinehart and Winston

Junior Word Wealth and Manual

Science Research Association

Reading Laboratory II-b
Reading for Understanding